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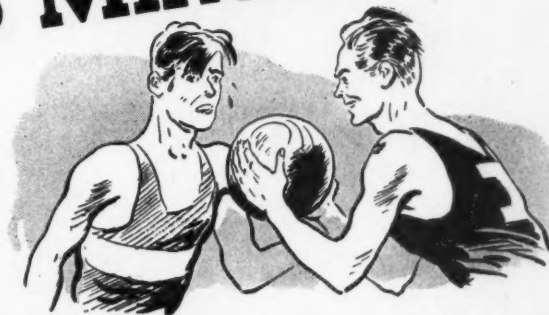
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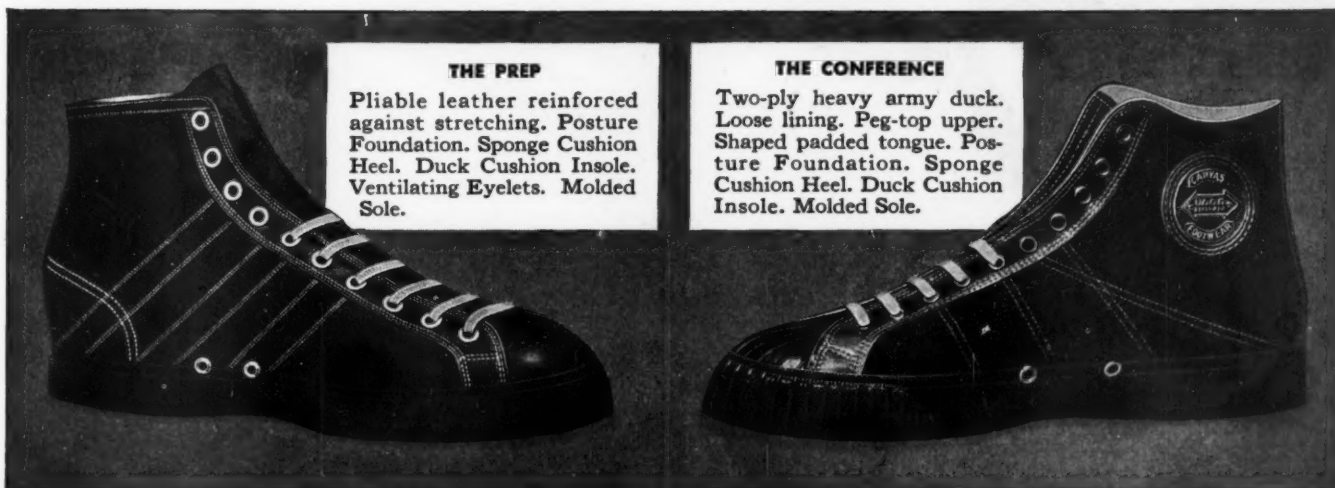
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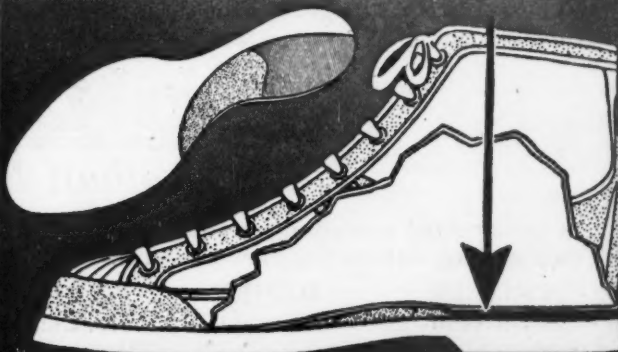
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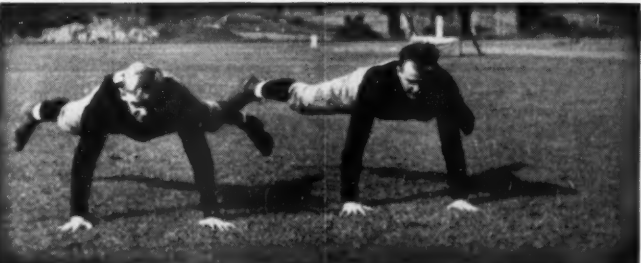
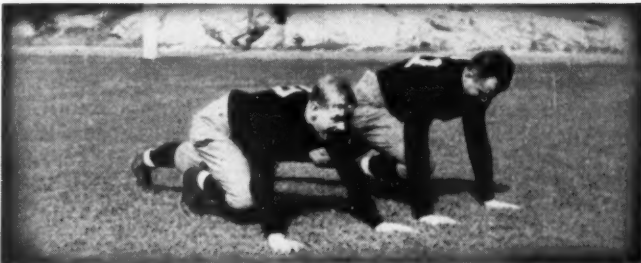
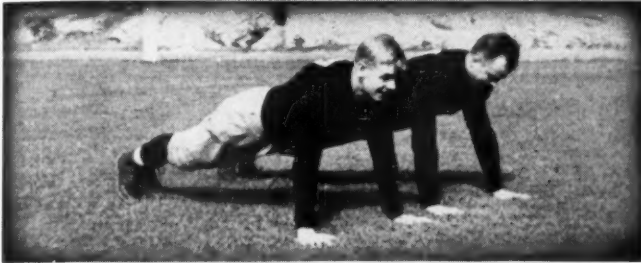
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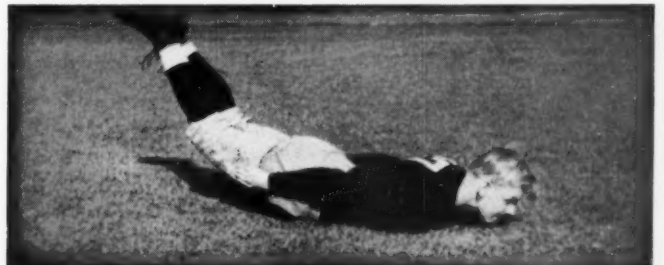
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CARL E. ERICKSON
Football Coach
Northwestern
University

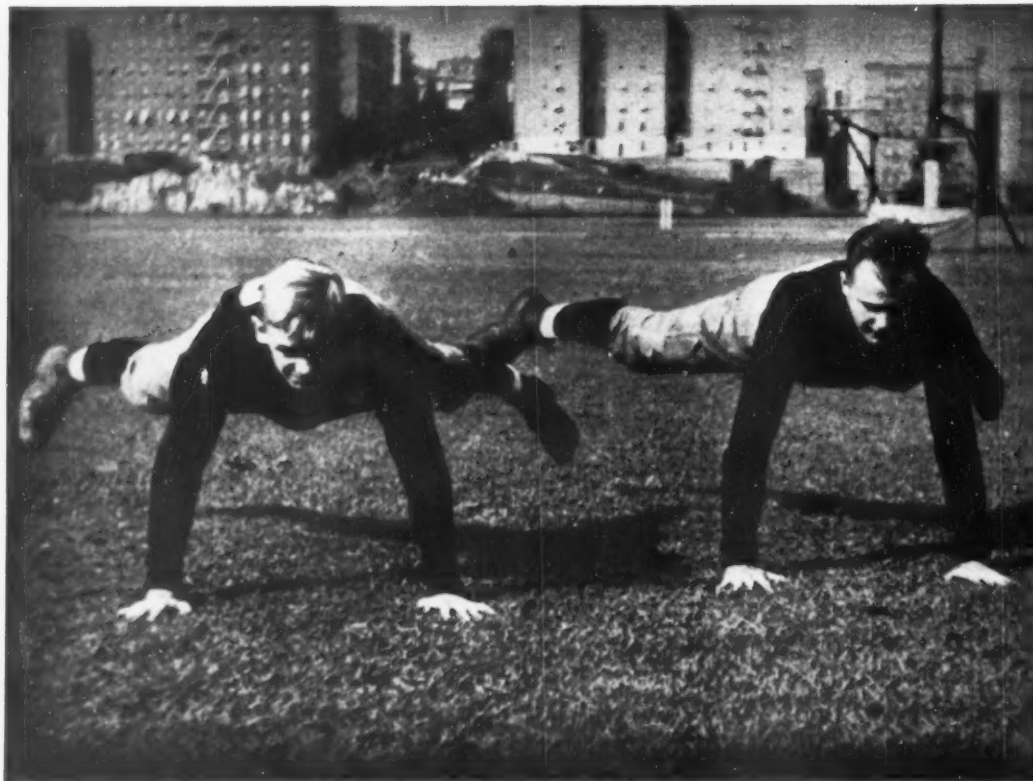


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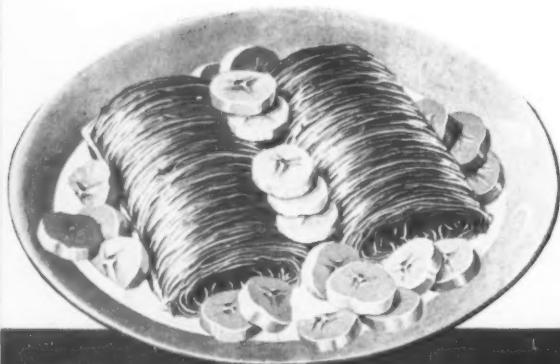
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SCHOLASTIC COACH

Reg. U. S. Pat. Off.

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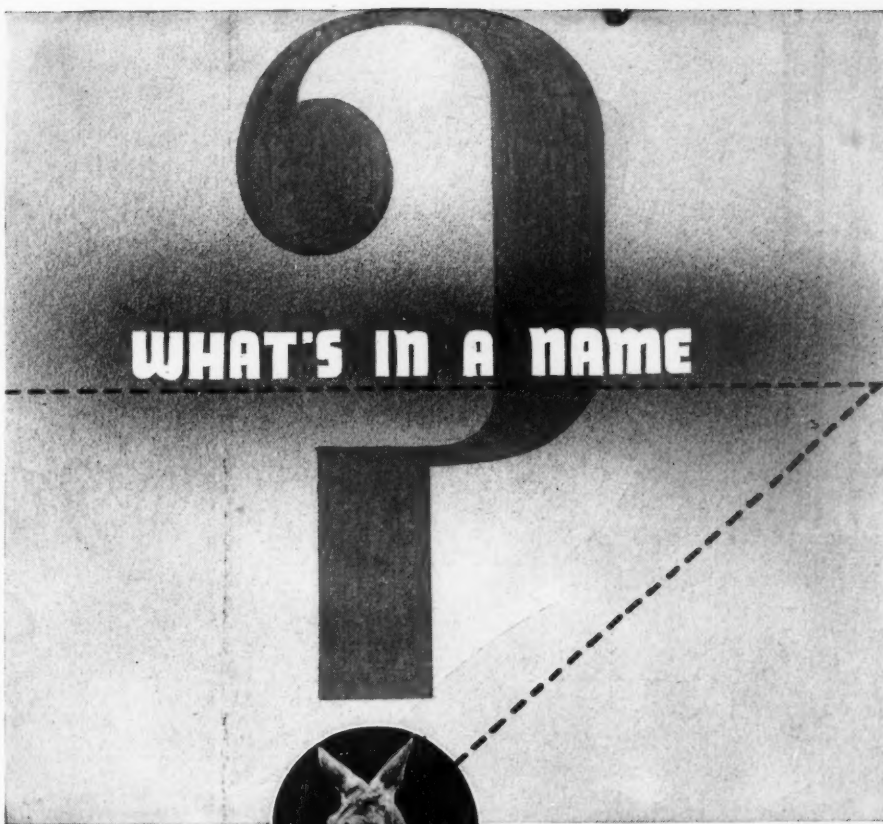
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Here Below

Nazis stage a super-spectacle, befogging Olympics in an air of extreme nationalism

DESPITE the merciless beating dealt the Olympic ideal by the Nazi hosts, we still hold to the opinion that it is better to have had these 1936 Olympic Games than not to have had them at all.

Every Olympiad produces protests, bickerings and squawks in such abundance as to make a true sportsman wonder whether it is worth the candle. Out of Berlin came a full measure of this sort of thing, one nation going to the extreme of packing up and quitting it all because of an unfavorable decision.

But considering the tenterhooks on which nations are stretching themselves these days, the wonder is that the Olympics came off as pacifically as they did.

In passing judgment on any particular set of Olympic Games one must take into consideration the point of view toward sports of all interested nations and especially the host nation. Now, when the Olympic Games were held in Los Angeles, they were attended by a bare minimum of saluting and parading and there was no planned showing-off of how wonderful life is in our constitutional democracy. About the only uniforms in sight at Los Angeles that at all resembled the military were those worn by the ushers and purveyors of cold drinks. And, as for the presence of government dignitaries, we didn't even have the pleasure of Mr. Hoover's presence. Instead we had Mr. Curtis, the vice-president, who came in as quiet as a mouse, occasioning no to-do whatsoever. Not even a Marine in sight. It must have been apparent to every foreigner at Los Angeles that in sports Americans have no ulterior motives. A game to us is a thing pretty much apart from flag-waving, red-baiting (or white-baiting), and kow-towing. We are not interested in using sports as the medium for showing the rest of the world how strong and efficient is our form of government and how much



To Jesse Owens the German athletes and public extended the hand of welcome and friendship, but from Hitler & Co. came nothing but the run-around. Photo shows Owens with Lutz Long awaiting their turns in the broad jump.

we love our head of state. We do have a tendency to ascribe high moral or character-building values to sports, but as mixed up as some of us are in this respect, even at our worst we are minor offenders of sports' ideals in contrast to the violations committed by the Nazis in Berlin. Consider the pomp and ceremony and military edge of the recent Olympics. Nazi nationalism was the main thing on display; and Hitler was the main guy, although Jesse Owens gave him a run for the honor. The Games were made a means to a political end. As was expected, the Nazis had removed all outward signs of religious and racial persecution so that the discrepancy between the Olympic ideal and Nazi rationalizing would not be apparent to those who come to run.

THE 1936 Olympics, more than any of its predecessors, threw a revealing light on the various national ideas about athletics. These ideas, accord-

ing to Frederick T. Birchall, Berlin correspondent of *The New York Times*, line up in three categories, (1) the British, (2) the American, and (3) the Fascist and Soviet. He says:

The British remain real amateurs. They stick to the idea that sport is a form of play, so that any one who trains too severely, merely to beat a record or win a race, makes a fool of himself. Right there the intense American training to win as many victories as possible comes up against the original Anglo-Saxon sport ideal. But now a third sports theory has appeared. For the Fascists—Italians and Germans—and the Soviet's sport is essentially a political undertaking in which every citizen should participate as a patriotic duty in order to strengthen the nation's chances in the competition among peoples in an overcrowded world. France, which has fewer athletes than any other important European nation, now is trying to make up its mind which of these ideas to adopt. France leans toward the British way of doing it, but is discouraged by Britain's mediocre showing in the games. Her own athletes must

do better so they may gather as much prestige as possible for *La Patrie*.

In fact, on the European Continent the Olympics has become largely a matter of prestige. Each nation is trying to show the others it is still young and strong and dangerous to its enemies.

Non-athletic summaries

What the athletes did at Berlin has been summarized adequately in the daily press. In view of the extraordinary performances of a non-athletic nature that attended these 1936 Olympics, we wish to present a few additional and unofficial summaries, as follows:

Flag-waving Marathon—Won by Brownshirts A. A. By this victory the Brownshirts A. A. gain permanent possession of the swastika and the second leg off every Jew seen on the streets of Berlin after the close of the Olympic Games.

Flag-dipping Obstacle Race—Lost by Vereinigten Staaten von Amerika (Concluded on page 24)

THE LEADER OF TODAY... THE PACE SETTER OF TOMORROW



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DRILLS AND FUNDAMENTALS OF LINE PLAY

By Fred H. Swan

Tying up conditioning drills with line play instruction for a large group

Fred Swan is line coach and first assistant to Pop Warner at Temple University. He has won considerable commendation for his work as a lecturer and demonstrator at coaching schools. In 1926 Swan was captain and guard on the Stanford team that tied Alabama in the Rose Bowl.

OVER a period of years, in various coaching situations, we have found a variety of drills that have been highly efficient in handling large groups of men where there have been a minimum number of assistant coaches. For example, our own staff at Temple consists of a head coach and two assistants: a backfield coach and a line coach. Thus, in working out our drills in the fundamentals we must have work that will keep the whole group busy, few or no men standing about idle. The drill, in itself, must be one that can be supervised with a minimum of effort by the coach in charge.

In the following drills we are actually working on some phase of the work we will be called upon to do in the game, approximating game conditions with as little scrimmage as possible.

Line Interference

The first drill, which is used at the start of the year, is in reality a conditioning exercise which requires a good deal of running. In the Warner offense there are a great number of linemen used in the interference. This drill is used for the purpose of giving the men practice in pulling out of the line and in turning as they swing up the field in the interference. As indicated (Diag. 1), we have the



Diag. 1

men line up along the side line of the field either a stance distance apart or at arms length. Starting at the left of the line as the coach faces them they count off in threes. The command is then given "number ones down (left or right foot forward) and pull out to the right." When number one pulls out he runs in back of numbers 2 and 3 and up the field for at least ten yards. After he has done his running he comes back into the line in the same place he had before, and number 2 pulls out around numbers 3 and

1. The men should keep on the run at full speed, from the time they leave their position in the line until they return, so that there will not be too long a delay between starts.

Rolling Block

Using this same drill, we also have an addition that is considered a good body conditioner. In this exercise the men pull out of the line just as indicated above, and when the coach yells, "block," the men use a rolling block



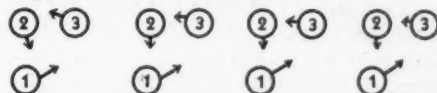
Coach Swan, in the role of professor of line play at Northeastern Univ. Coaching School, pointing out the foolhardiness of the blocker who fails to keep his neck rigid.

at full speed. It is important to tell your men which way the group is to have their heads when they block so that the spacing will be kept the same.

Open-field Tackling

Another drill (Diag. 2) that is used from this same line up is the open-field tackle. This is a type of tackling that is used to get a man from the side in the open-field and is one we have found very good. It consists of taking a long step across, and in front of, the ball-carrier, not contacting him with your shoulder but driving the body in front of him about knee high. The arms are gripped about him as you go by and then are pulled in tight, clamping your wrist with the opposite hand. In this the

threes are more of a group in order to allow some leeway to the left or right for the tackling.



Diag. 2

Number one steps out a good yard from the group and faces one end of the field at right angles to the tackler; number two then steps out with a long step with the foot on the side away from the man he is to tackle and shoots his body across in front of the man representing the ball-carrier. The man being tackled does not move forward, or to the side, but permits himself to be tackled.

We are just trying to get their "eyes" in this drill and the actual open-field drill with real tackling will come later. This is another rotation drill where number 2 tackles number 1; number 1 then moves back into line and number 2 becomes the "victim" and is tackled by number 3 and so on.

Preliminary Two-on-one

In the early season practice we combine the three previous drills: line interference, rolling block, open-field tackling, and the preliminary two-on-one, each in this order, at each practice session for conditioning. This works the players in gradually to the type of work they will be called upon to do when the actual scrimmaging starts.

In this two-on-one work number 1 faces numbers 2 and 3, stays low, and on the command to charge braces them and gives them resistance. They practice double-teaming with short driving steps. While the man on defense does not try to break through, he does try to hold the two men on the offense so they will have to put real drive in their charge. It is a good idea to change or rotate the men after every three charges.

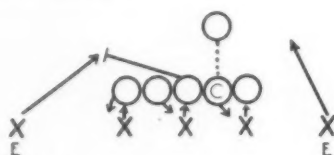
End and Halfback on Tackle

While the backfield coach is working with his men on this type of blocking, in another part of the field, we have the ends line up with one of our guards for a halfback to work on a tackle. Later on we bring the backs over after they have had the same

detailed instruction on blocking and work the two together. In this way there is a minimum of instruction by the coaches when the two are working together. It also works in well, in that the backfield coach can center his attention on the end and halfback, and the line coach may center his efforts on the defensive tackle.

Blocking in the Line

Very often the ends are working on another part of the field with the backs in a passing practice. The linemen, from tackle to tackle, practice blocking holes where men pull out in the interference. This drill (Diag. 3) is done with the coach using only hand signals to indicate where the play is going. This saves valuable time as compared to the method of calling signals for a particular play. The coach stands facing the offensive team from a position behind the defensive men so that the latter will not know what play is coming.



Diag. 3

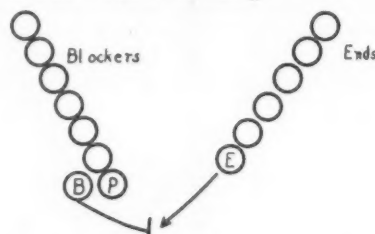
The offensive men line up in either left or right formation with a man back of the center. The defensive men are informed that their sole duty is to try to get through holes where men pull out and to try and get to the man receiving the ball. He, incidentally, does not move after he gets the ball but stands as a target for the defensive men to shoot at. We find that with hand signals we can indicate eight different plays which should meet any situation in our regular group of plays: Off-tackle longside, Off-tackle shortside, Inside tackle longside, Inside tackle shortside, Buck longside, Buck shortside, Buck over center, Pass protection. The above play indicates an off-tackle play to the long side. You will notice that we have defensive ends but no defensive tackles. The guards or tackles who are not actually in this work usually fill in as defensive ends and get a great kick out of varying their defensive maneuvers to cross up the guards pulling out to block them.

Blocking the Ends

This drill (Diag. 4) is used for all linemen, not only because of its value in blocking ends, but because it may be used to practice open-field blocks where an interferer may meet a defensive man just after he passes the line of scrimmage. In this work

we have two lines that interchange as they do their work. In other words, after a man has blocked he becomes an end and the opposite is true of those that have been ends.

Aside from the blocking itself, the important thing is to have the men pull out of the line right and get position fast on the man to be blocked. We find that many times a man has perfect form (no pointing, etc.), yet when he gets in a scrimmage, or any type of work where the pressure must be put, he shows all these faults. That is why we combine the work of pulling out with actual blocking.



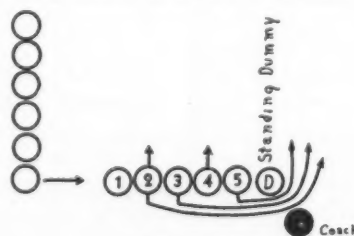
Diag. 4

As each blocker comes up, he is first a pivot man for the blocker to line up on, then after that man pulls out he moves over and becomes the blocker while the man behind him becomes the pivot.

1-3-5 Pull-out

For developing speed in getting out of the line, to check on men pointing when they are to pull out of the line, and to accustom men in running interference with others preceding and following them, we have found this drill (Diag. 5) very good. It approximates game conditions as closely as anything can outside of a scrimmage. Too often, interference running up the field does not do just that thing but widens out to the sidelines. This may be checked in this drill by the coach standing just back, and a little to the outside, of a standing dummy. This allows a path wide enough for one man to go through, and this represents about the width of a lane the interferers may expect in a game.

Competition is developed in this by the men who are running interference trying to slap each others' tails after they swing past the line of scrimmage. However, our men are instructed never to shove a slower man.



Diag. 5

On the "hep," or signal, numbers 1, 3 and 5 pull out and run as indi-

cated; numbers 2 and 4 hold until the second "hep" or signal is given. The men indicated at the left are linemen waiting their turn to get on the offensive line.

When this work is done in the first week of practice we use dummies which we may change quickly, so that the interferers will not know just where they will find the men they are to block each time. After the boys have grasped the fundamentals of pulling out of the line we use "live bait" for men to block. This drill (Diag. 6) may be used to teach any type of downfield blocking, from the end run to the reverse over center where a line-



Diag. 6

man leads the play. You will notice there are no defensive linemen. Our offensive linemen who are not pulling out of the line hold their positions to screen off the defensive men in order that the interferers cannot spot them too readily. You can also see that we are combining in this drill the work of blocking the end with a lineman. The defensive men are constantly changing their positions so the interferers will have to hustle to pick them up.

Another drill (Diag. 7) of the same type is the play inside of tackle where a lineman leads the runner. This is a more difficult type of work than the interference for the off-tackle play, and it requires a good deal of attention to the close-blocking work of the linemen working in pairs on the de-



Diag. 7

fensive guard and tackle. The hole they open need not be large, but it must be incisive.

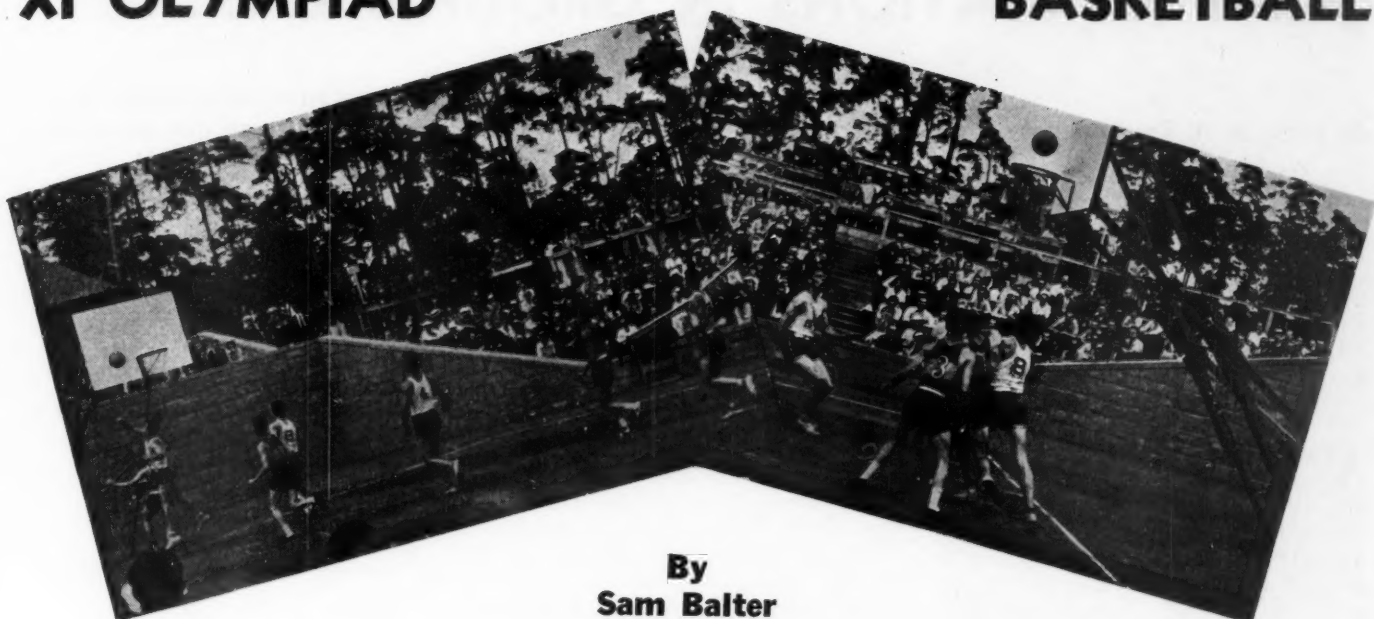
Defensive Tackle Drill

Besides the orthodox drills that are used for defensive work, we have an exercise (Diag. 8) which gives the boys a good work out, and helps them in working their defensive stunts while attempting to get a ball carrier. Two linemen act as end and a wing-back against a defensive tackle. Another man lines up about five yards back of a center. Again using hand signals, the coach may call for a wide end run, an off-tackle play or a cut-back. If you wish to add one more man, a guard running interference, you may also have a "sucker play"

(Continued on page 37)

XI OLYMPIAD

BASKETBALL



By
Sam Balter

Sam Balter, forward on the United States Olympic basketball team, has been playing for the Universal Pictures team of Hollywood for the past three years. He captained the 1929 U. C. L. A. team.

ON August 14 the United States emerged from the first international basketball tournament ever held as champion of the world. The occasion was the Eleventh Olympiad at Berlin, at which time American fans, who had watched basketball's growth from backyard peach baskets to Madison Square Garden, hoped to see the fans of other countries capitulate to its skill, science and speed. But despite the American victory, such was not the case. Instead, a comedy of errors and unfortunate circumstances served to make of what should have been the greatest basketball tournament in history little more than a sandlot affair.

It must have been with his tongue in his cheek that Dr. James Naismith, inventor of the game, said as he crowned the American victors and the Canadian runners-up with their wreaths of oak: "This is the greatest moment of my life. I have seen basketball played at its very best." In a heavy rain and wind, the United States had just sloshed and paddled to an 19 to 8 victory in a contest with hardly a recognizable pivot, dribble, or set play. The game, a spectacle that almost defied belief in its impossible playing conditions, climaxed a week of confusion about rules, interpretations, and play that made it seem that possibly basketball was not destined for international favor. The tournament, however, did serve as a splendid object lesson and gave indications of what such an affair might be eventually.

Every game (ten each day until the end, on five different courts) was

played before a capacity crowd of about a thousand people. Japanese representatives stated definitely, after viewing the comic final games, that in Tokyo in 1940 there would be no play on outside, dirt courts; there would be uniform interpretation of rules, and that the rules would not be antiquated, but in accordance with the way the game was played in America.

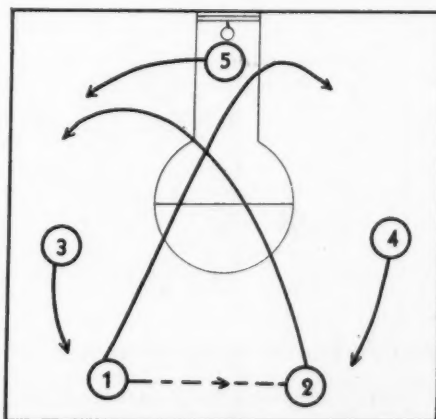
In this comment, Japan covered briefly the principal inadequacies of the German international competition. It seemed particularly unfortunate to American basketball lovers that the Reich, master of detail in staging the most gigantic Olympiad in history, had failed to provide an essentially indoor game with an indoor, board court. Consequently, American players, who had hoped to show Europeans the famed McPherson Oiler fast break

and the deliberate strategic screen attack of the Universals, found themselves playing a hit-and-miss, pass-and-fumble game. Even so, after the Americans' first appearance in which they trounced Esthonia, the 1935 European champion, 52-28, the Esthonian coach was voluble in his praise. He said that they had never seen such play in Europe.

Among the numerous players, however, there was foreboding. "It's not so bad on these nice days," they said, "but what if the weather should change?" For a while it appeared as though the fates might be kind. It had rained intermittently throughout the seven days of track and field competition, but with the opening of basketball, the days were bright and windless. Then, on the final day, with the year's biggest game scheduled, the downpour began.

At six o'clock, game-time, the American and Canadian players, wrapped in raincoats, appeared to play. The court, a sunken affair margined with stone on the order of a Greek theater, had been saved for the final game, preliminary contests having been played on five other courts in this Tennisplatz section of the Reichssportfeld. This day the court definitely resembled a swimming pool. Hastily the authorities decided to play the game on Platz Number 4, which, so they said, had been better drained. Two thousand spectators emerged from hiding behind trees and under sheds, and followed the players. En route, they stopped to watch the travesty on Platz 3, where Mexico was defeating Poland for third place in what could accurately be termed a sea of mud. None of the players were recognizable, and every attempt at a dribble wound up in a ten-foot skid.

(Continued on page 34)



DIAG. I
"Perpetual Motion"

The well-known "figure 8" continuity was the basis of the Canadian attack, but in the final game, what with the mud three inches deep and the U.S.A. zone defense very formidable in it, not even a mounted policeman could have scored a goal. 1 passes to 2, the passer and receiver cutting diagonally down and up the opposite sides of the court. 2 passes to 3, and the merry-go-round is on.

SOME VARIATIONS IN GROUP BLOCKING

By Douglas A. Fessenden

Douglas Fessenden, whose writings have appeared in *Scholastic Coach* on several occasions, is especially qualified to write for high school coaches on the subject of advanced blocking inasmuch as he has just recently moved from the ranks of high school coaching to the head coachship at the University of Montana.

VARIATIONS in line blocking assignments give the offense an indisputable advantage. Such blocking must follow a definite plan, well thought out; or they are as likely to confuse the offense as they are the defense. However, the attack must deviate from the conventional in situations created by overshifted lines, slicing linemen and the like; or the defense will adjust itself and become stronger than the offense. Varied and trick blocking assignments are therefore essential; but they must be systematized to a point that they are: (A) performed in accordance to a defensive situation which automatically signals the change, or (B) for use in special plans designed to go against specific teams.

I feel that it is a mistake for a man coaching a high school club to assume that his men will not be able to handle any form of trick blocking. The personnel, of course, enters largely into the problem; but some simplified variations are possible for any team to execute. Some teams are naturally so poorly manned as to be incapable of anything particularly intricate, but I have seen high school teams which could execute advanced assignments as well as many college clubs. The coach should experiment early to find just what his men are capable of. If his linemen do not readily adapt themselves to a varying attack, he should confine himself to conventional assignments with only enough changes to take care of six and seven man defensive lines. If, however, he finds that his linemen can handle more advanced blocking, he should certainly take advantage of the possibilities these tactics offer.

In planning the campaign two things must be taken into consideration: (A) Personnel from the offensive as well as the defensive point of view. This includes designing special plays for the peculiarities of individuals in opposition line-ups, and the potential blocking ability of home players. (B) Defensive placement peculiar to the teaching of opposition coaches. Above all else, and if nothing

else, you must give double assignments to meet the change from six to seven man lines. However, the same blocking assignments used against a seven man line can usually be employed effectively on the strong side against an over-shifted six man line.

Some special plays are practicable for nearly every team. They are built around the individual characteristics of opposing linemen, and are therefore likely to be designed for, practiced for and used in, only one game. A hard charging tackle or guard is usually a set up for a mouse trap play. A waiting lineman offers a perfect target for a side-swipe, often the only way to handle him. Out charging and slicing linemen fall easy victims to nicely timed cross blocking. Reversing this, it is worse than folly to attempt to mouse trap a tackle who never crosses the line of scrimmage; and it is very difficult to side-swipe a guard who booms across the line of scrimmage at high speed.

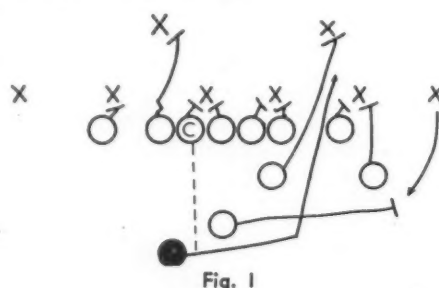


Fig. 1
Against 6-man line

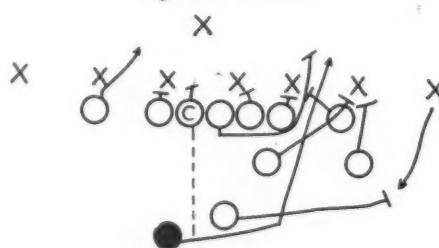


Fig. 2
Against 7-man line

Double Blocking Assignments

Double blocking assignments should be taught to meet a change from a six man line to a seven, or from a normally spaced line to an over-shifted one. An inside tackle play from a single wing back designed to go against a six man line, as in figure 1, is much more likely to be effective against a seven man line with a few changes in blocking such, for example, as suggested in figure 2. An in-

**Varied line blocks shield play—
can confuse all defensive styles**

side tackle reverse, as in figure 3, which has always been a very effective play for my team against six man lines, is hopeless against a seven. However, with a little change, as in figure 4, it can still be a pretty fair play.

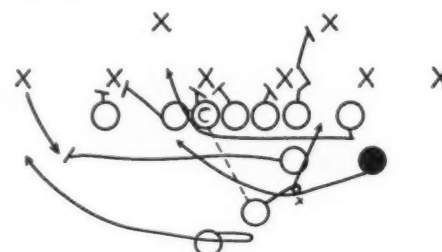


Fig. 3
Good against 6-man line

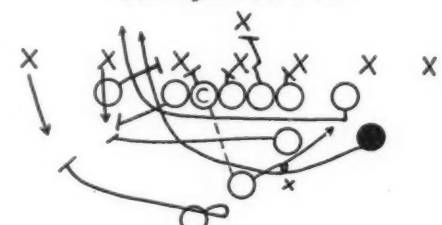


Fig. 4
Fair against 7-man line

Infinite detail on the subject is possible. The wider plays are not as greatly effected by the defensive change as the inside plays. Holes, but not blocking methods, are changed on plunges. The coach will probably know what form of line play the majority of his opponents will use against him. He should design his basic offense against that type of defense, then work out his variation. The two variations for double blocking for each play should be taught at the same time and always practiced together. We usually have one of the line men call six or seven as the defense sets itself.

Mouse Trapping

The success of mouse trapping plays depends to a large extent upon the personnel of the opponent. Tackles, guards and centers may be trapped, but they must be lured across the line of scrimmage. Centers who believe that the strong side guard points all plays executed from a double wing back formation make ideal subjects. They watch the guard pull out and slice through in the direction he is going. Ordinarily this creates a lot of havoc, but plays such as figure 5 serve to hold him in place.

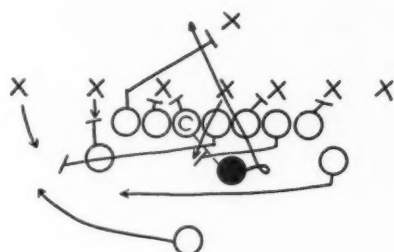


Fig. 5
Mouse trap

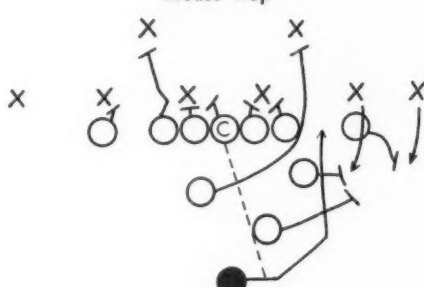


Fig. 6
Against charging tackle

If the coach knows before hand that his Saturday's opponent has a left tackle who commits himself to a hard vicious charge, he may make that tackle a real asset to his offense by use of such simple plays as figure 6 from a short kick formation.

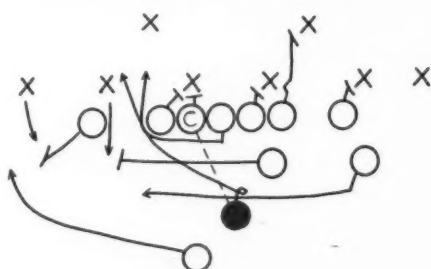


Fig. 7
Baiting the tackle

If the tackle is a little canny, or is inclined to be a little conservative in his charge, as a good weak side tackle should be, he can often be lured into the trap by the use of spinners, as in figure 7. This type of play must be set up by making good on the reverse. Otherwise the tackle will not, or at least should not, fall for it.

Innumerable plays of this nature may be designed. There is nothing new about them, but they are always effective within the limitations of the personnel involved. Mouse traps are one type of play which should be built up from week to week on material taken from the scout report.

Cross Blocking

Cross blocking plays do not differ materially from mouse trap plays. The principle is the same, and they work against essentially the same type of line men. Cross blocking is especially effective against out charging lines. On all cross block plays the man nearest the center should go first, using a pivot step to start, cutting across

in front of the man on the outside. The man farthest away from the center goes behind. Figure 8 illustrates a typical cross block play. Here, as in mouse trapping, a great variety of plays can be worked out to fit the need and the personnel. This one worked for us one season when we were making a forward pass attack go from a short kick formation.

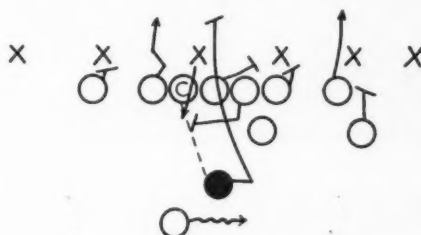


Fig. 8
Cross blocking

Flankers and Side Swiping

Whole offensive play cycles are built around a flanker. Either an end or a back is sent out from five to fifteen yards toward the side line. On the snap of the ball the flanker either comes back, side swiping the end or tackle; cuts across for a half back; breaks into the open for a pass; or waits on the line for a pass. The flanker serves still another purpose, a psychological one. He attracts attention to himself, thus diverting attention from the actual spot of the intended attack. Figure 9 diagrams a typical flanker.

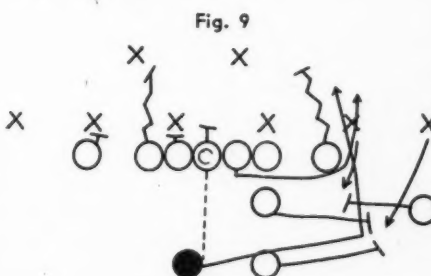


Fig. 9

Fullback Blocking Defensive End for Wide End Run

The fullback starting wide cuts in sharply, taking the end with a side-body block. The end is held from slipping out of the block by effective use of the upper arm and left leg. This use of the upper arm and leg gives a wrapping effect around the thighs of the defensive end. The blocking back should hit above the knees, keeping a contact with him by using a strong follow through, employing the crab-like crawl if necessary to maintain the pressure.





THE WEARING OF THE GREEN AND HOW TO STOP IT

The material for this article is a digest of information gathered from questionnaires sent to universities and colleges throughout the country, an interview with Jim Rice, guardian of Columbia University's model greensward, and various other sources.

An important factor in the promotion of safety in football is the condition of the playing field. The day has passed when a coach can with impunity turn his players loose upon a field of shreds and patches where the uneven and scarred surface invites the dangers of turned ankles and body injuries incurred from falling on a hard, unyielding soil.

The care of the playing field is, of course, a year-round responsibility, and the practice and playing season is perhaps the period requiring the most painstaking attention. September, October and November put the care and work of all the other months to the test and unless certain precautions are taken during these months, the gridiron will soon resemble the corner sandlot.

Preservation of the playing field, once September and the pounding cleats have arrived, can be carried on along two lines: (1) care of the turf by use of aids to growth, proper cutting, watering, and the replacing of divots, etc.; (2) discretion in the use of the field on practice days. Regarding the second point there are few schools that have the advantage enjoyed by many of the colleges of a supplementary field for practice which permits the use of the stadium field for games only. Some schools have a second field on which they do most of their practicing, but to which they give comparatively little attention. While the desire of the schools to present a well-groomed field for public display can be appreciated, it is not in line with the objectives of safety to give only second-rate attention to the field that must bear at least five times as much traffic as the game field.

Care of Available Field Space

If the school has no practice field, the second point—discretionary use of the field—calls for some planning in practice operations. Since the end zones receive

but little use during a game, drills may be run across the field in this area. The major part of the play during a game takes place between the thirty-yard lines, so that the territory nearer the goal lines could also be made available for some use on practice days. Schools with a field having a high crown down the center will find that the combination of play and drainage makes for sparse grass down the center. They should therefore use the sides of the field when running practice plays the length of the field. If at all possible use some side area off the field after it has been subjected to a soaking rain when the turf is easily cut and torn. Use the sides of the field for kicking drills.

At games, the spectators should be restrained by ropes from using the field as a short cut to their seats before the game and between the halves. A talk to the players can show them that careful use of the field during practice will aid their playing and prevent injuries during the latter part of the season.

Schools that can afford it will find that point one—care of the turf by use of aids to growth—will save them greater outlays for injuries. All schools should seek a heavily rooted grass in a firm but springy soil.

Short Grass Stops Weeds

Some schools harbor the belief that grass does not need much attention during the Fall months because its growing season is over. This is erroneous, because the heavy dews of late Summer and early Fall encourage growth, and many schools find it necessary to cut the grass with greater frequency in September and October than during the Summer. If the grass is not frequently cut it results in a heavy coarse grass which smothers young shoots so that there are not as many blades per square foot as in cropped sod. Cutting the grass twice a week during the playing season where a good turf already exists prevents weeds from developing unnoticed and shedding their seeds. If the grass is cut at a two or three-inch length it allows most varieties to reseed themselves. If the grass is quite long when it is cut the cuttings should be removed, or they will give the

field a yellow or brown color and prevent air and moisture from reaching the roots. Should the grass be kept fairly short, it will not be necessary to catch the cuttings unless it be for appearance's sake before a game.

All caretakers recommend heavy sprinkling to get a good stand of grass. There appears to be no reason why grass should not be sprinkled when the sun is bright if the sprinkling is continued until the sun is quite low in the West. Do not sprinkle a bit in the sun and then stop, as this will scorch the grass. Watering can be overdone. Not enough water will cause the roots to grow upward. A good sprinkling encourages long roots. Soaking, repeated too often, will make for a lush delicate grass easily torn by cleats.

Many schools neglect seeding in the Fall under the impression that grass seed will not grow at this time of the year. Seed may be planted all through the Fall. Some of the seeds planted during the last week of October and during November may not take root immediately but they will appear in the Spring if warm spells do not coax them into false starts during the Winter. Seed will require two weeks to become firmly rooted. If a school has a field reserved for games, and the schedule calls for every other game on a foreign field, the two weeks rest and growth should allow all home games to be played upon an evenly grassed surface.

Between the halves and following a game all loose divots should be replaced where it is possible to find them. In cases where the divot cannot be found, the hole should be well filled with top soil previously well mixed with your favorite seed combination. It is necessary to fill in all divot holes within a day or so, before the sides are hidden by grass blades or weeds have taken possession. If the holes should thus become hidden, they become points of danger on which an ankle may be turned. Sod from another plot should not be used during the season except in emergencies. It takes almost a month for transplanted sod to get a firm hold on the new top soil. Cleats would easily tear up new sod during a game.

(Concluded on page 31)

New Books on the Sportshelf

FIFTY FOOTBALL PLAYS.

Edited by Arthur J. (Dutch) Bergman. Pp. 112. Illustrated—diagrams. New York: A. S. Barnes and Co. \$1.50.

For this modest price the coach eager to improve his repertoire of plays is permitted to see the Statue of Liberty surrounded by duplicity, deceit, guile, hocus-pocus, legerdemain, gullery, conjuration and every type of wile with which the modern coach can possibly hide the ultimate end of his play. Besides the price, the book has several attractive features. The space between each man is marked to give exact positions, and this is done by means of an ingenious layout, light crossed lines defining square yards. The paths of the men carrying the ball are shown in a very heavy line in order that it will not be confused with the courses of blockers.

No matter what your political or sectional ties, you can find some representative of your football party diagraming his campaign to deceive the opponents. Bernie Bierman of Minnesota offers western Farm-Laborites a spread play to use in connection with running plays. The theory of this play is to confuse the opposition with so many receivers that there is no defense. Mal Stevens, New York football braintruster, starts a reverse just to confuse the third party as to its platform and then turns it into a nice progressive forward pass. Pop Warner drives the money changers from Temple with a fake spin and reverse to the weak side. With established schools of football devoting themselves to such deception it behooves all others to beware.

Thornhill of Stanford, Oakes of Colorado, McMillin of Indiana, Sutherland of Pitt, Kerr of Colgate, Little of Columbia, Owen of the professional Giants, Clark of the Bears, and Crisler of Princeton are a few more of the tacticians who here chart their plays. Every type of offense is listed. Whatever style you employ you can find diagrams to fit it.

Many of the play descriptions include some record of the play (its number of touchdowns, prominent games in which it was used or its origin in some accident), mention the circumstances under which it is most likely to succeed, and tell the type of plays which should precede it.

WILLIAM C. GRAHAM.

The New Football Guide

The 1936 Intercollegiate Football Guide, containing the rules changes for this season (see Scholastic Coach, May, 1936), college records, reviews and schedules, made its appearance the first week in August (American Sports Pub. Co., 35c). In his editorial comment, Walter Okeson again refers to the existence of the Official Interscholastic Rules of the National Federation of State High School Athletic Associations, and makes a plea for the adop-

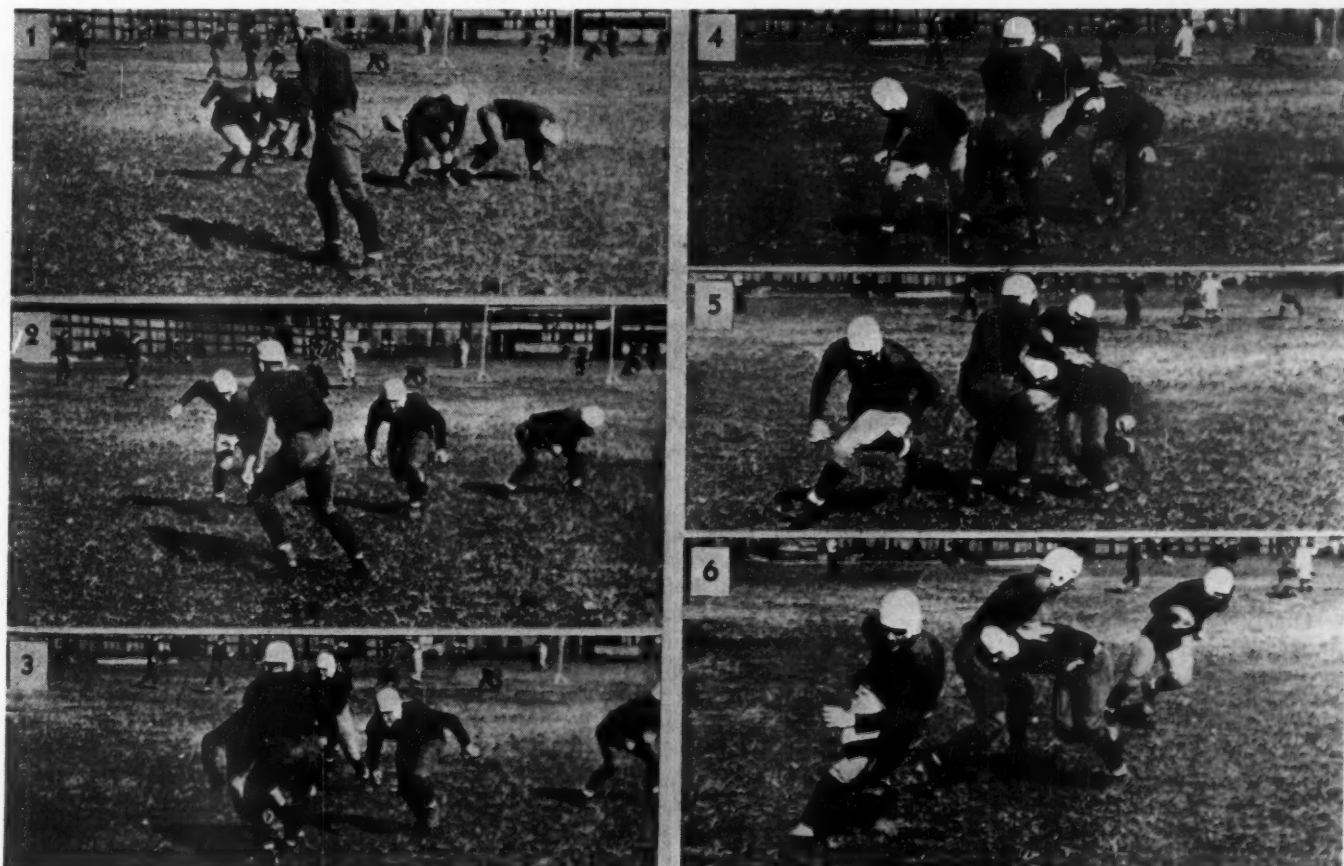
tion of a basic set of rules. He indicates a preference for the intercollegiate rules as the basic set, with the high school federation merely indicating the exceptions they desire. Mr. Okeson commends the professionals for their "good judgment in using the college rules and merely indicating the exceptions which they have adopted." He continues, "In consequence they have only to write a few paragraphs and their work is done." Unless a basic set of rules is adopted by the colleges and the high schools, Mr. Okeson predicts "the final outcome for the football world will be confusion worse confounded."

Interscholastic Rules

The 1936 Official Interscholastic Football Rules of the National Federation of State High School Athletic Associations made its appearance approximately a month before the Intercollegiate Guide. As usual, the High School Federation makes no attempt to present anything more than the rules. There is brief editorial comment on the forward progress clause, neck tackling, safety and the new approved equipment which bears the stamp of the National Federation (see Scholastic Coach, June, (Continued on page 26))

Fullback Feinting End with Guard Driving End Out and Ball-carrier Cutting in

Defensive end, expecting the fullback to attempt to drive him in (as shown on p. 11), is now fooled by the use of the head-duck feint on the part of the fullback. The effectiveness of this feint depends on the fullback's concealing his intention until the very last step in approaching the end. Guard drives the end out with a shoulder block; ball-carrier takes three steps parallel to hold the defensive end in place, then cuts.



FOOTBALL FOR FEWER PLAYERS

By Stephen E. Epler

Mr. Epler, formerly of the Beatrice, Nebraska, Junior High School, now in residence at Columbia University, is largely responsible for the impetus given this modification of football among small schools. In an article published in *Scholastic Coach*, September, 1935, he gave formations and plays for football teams of six men.

IN THE fall of 1935, more than 150 high schools in nearly a score of states were playing football with less than eleven players. Most of these under-sized teams were six-man teams. Some were seven-, eight- and nine-man teams. The experience of these teams in the past two years demonstrates that football can be played with less than eleven players on a team. Why shouldn't the team size be reduced so that schools and groups lacking sufficient players for an eleven-man team can play the game?

In 1868, football was played with 25 players to a team. For a number of years, 15-man teams played football. It was not until 1880 that the 11-man team came into being. The new reduction in team size is not intended to displace 11-man football. The purpose is to provide football in schools that could not have the game if they were held to the official requirements. This article is intended as an outline of principles and rules of five-, seven-, eight- and nine-man teams.

Eleven-man football the basis

The basic principle on which we proceed is: keep as much of the 11-man game as is practical for a smaller number of players. There is no necessity to write a completely different set of rules.

Five-man intramural teams

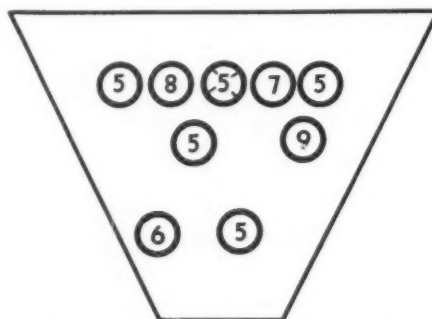
Five-man football is suggested for intramural use because five seems to be an ideal size for intramural teams. I experimented with five-man football in spring football practice and am convinced that it is practical.

How to adapt football to your school

The theory of adapting football to the school and group can be summed up briefly as follows: (1) Reduce the number of players on a team to fit your local situation. (2) Balance the offense and defense. (3) Keep the game football.

Of course, for interschool football, the schools that play each other will have to agree upon to what size teams

to use. I recommend six-man teams because most of the schools are using this number and finding it satisfactory. But if you have sufficient material, and wish to play with seven-, eight-, or even nine-man teams, then by all means do so. South Dakota has several high schools using seven-man teams, and Illinois has some using eight-man teams. Mr. E. A. Thomas, secretary of the Kansas High School Athletic Association, told me of a high school in Kansas playing with a nine-man team. The coach felt that he did not have enough material for an 11-man team and the high schools with whom he had scheduled games agreed



In increasing the players on the team from 5 to 9, add men as shown in the above diagram. The 5's show formation for a 5-man team, except that line would be in close formation; 6 shows where man would be placed for 6-man team, etc.

to play with nine men when they met his team.

The offense becomes stronger, and the defense weaker, as the team size is reduced. Under our present rules there would be little scoring in a game between two teams of 25 men each that were evenly matched. If there were just two on a team, there would be one touchdown made after another, and the loser would probably be the one who ran out of breath first. If we aid the offense by reducing the number of players, we must help the defense to maintain the balance. This can be done by two simple expedients: (1) reduce the width of the field; (2) increase the number of yards the offense must make in four downs to retain possession of the ball. By using these methods, we do not have to do much tampering with the 11-man rules.

If the game is to be football, we cannot eliminate tackling or blocking. These are fundamentals of the game.

Changes needed for teams of fewer players

Use the Interscholastic or the Na-

Latest wrinkle in short-handed game allows anything from five to nine men

tional Collegiate Football rules to cover everything not covered in the following points. This means that practically all of the present 11-man rules will apply. Eight-minute quarters are recommended.

Field widths for various teams

30 yards	5-man teams
35 yards	6-man teams
35 yards	7-man teams
40 yards	8-man teams
40 yards	9-man teams

The field length remains the same, 120 yards from end line to end line. The width of the field for 11-man football is 160 feet. The purpose of the reduced width for the teams with fewer players is to help the defense. A small number of players can not protect as much field width as a larger number, and the smaller number of players do not require as much space in which to move.

Yards to gain in 4 downs

20 yards for	5-man teams
15 yards for	6-man teams
15 yards for	7-man teams
12 yards for	8-man teams
12 yards for	9-man teams

The chain held by the head line-man's assistants will be increased from 10 yards in length to 12, 15 or 20 yards. The yard line markings on the field do not need to be changed. This increased distance to be gained in four downs in order to keep possession of the ball will tend to increase the use of forward passes, trick plays and long gaining plays and will also discourage power plays. Usually the power plays involve more injuries and are less interesting both to spectators and players.

Players on scrimmage line

3 or more on	5-man teams
3 or more on	6-man teams
4 or more on	7-man teams
5 or more on	8-man teams
5 or more on	9-man teams

The 11-man rules require seven or more players on the offensive team to be on the line of scrimmage when the ball is put in play. Because it is an advantage to have as many players in the backfield as possible, it is very seldom that more than seven players are placed on the line of scrimmage. The largest backfield possible in 11-man football is, of course, four; for five-man football it would be a backfield of two; for six- and seven- or eight-man football, three; for nine-man football, four.

(Continued on page 32)

FOOTBALL CONDITIONING EXERCISES

By Jack Pobuk

Muscle control is as important
as muscle in avoiding injury

Captain Pobuk, physical education instructor in the public schools of Providence, R. I., has studied at Harvard and Columbia Universities. For some years a professional boxer, he has since devoted his time to the training and conditioning of athletes.

ALL the secrets of body conditioning cannot be found in books. Most trainers have individual methods and, not being literarily inclined, their procedures seldom appear on the printed page. Training a man to the finest edge probably reaches its highest point in boxing. Some of the principles of training a boxer may be applied to training a football player. To attain the pink of condition, his attention must be given to the four principles which help promote a happy, active life. They are: moderation, sunshine and fresh air, balanced eating, and exercise.

Athletes invariably understand the importance of, and have a favorable attitude toward, the first three points; but they seem to slight the last one, exercise, which is essential for rugged condition. The boxer we mentioned spends but 15 minutes out of a 60-minute training period in actual boxing. The remainder of the time he gives to various other stunts which train the muscles and develop strength, balance, and coordination. He realizes that time must be spent in practicing fundamental movements so that his body will be prepared to respond to the quick command of his will.

Many football men begin each training period with setting-up exercises and grass drill. The object behind these is to warm up the muscles for the practice period which is to follow. However, it is questionable if these exercises give the muscles the stimulation and movements necessary for sufficiently warming them. Any team will do well to spend at least 15 minutes in some of the activities which I have outlined below. The exercises outlined are planned for about a 24-minute period, each section taking four minutes. The coach may discover some exercise which he may assign to the individual player and which if practiced at home will build up and strengthen his weak points.

OUTLINE OF EXERCISES

- (4 minutes each)
- I LOOSENING UP (Heart and lungs)
 - II FLOOR WORK (Strength)
 - III FOOT WORK (Balance)
 - IV TEAM WORK (Coordination)
 - V TUMBLING (Poise)
 - VI GAME (Recreation)

The following material is detailed instruction covering each numbered section of the foregoing exercises. Each section includes several individual exercises, which are not only described in the text, but also illustrated in the accompanying drawn charts.

Loosening up

Upon entering the field the boys should indulge in a slow, rhythmical series of limbering movements. This

bend the head to the side as if to avoid a blow.

Floor work

These floor exercises have a strengthening effect upon the abdominal muscles and are to be performed in a slow, rhythmical manner. (For this set the starting position is lying on the back, legs straight, feet together and arms straight down by the side.)

1. KNEES BEND. (CHART II, FIG.

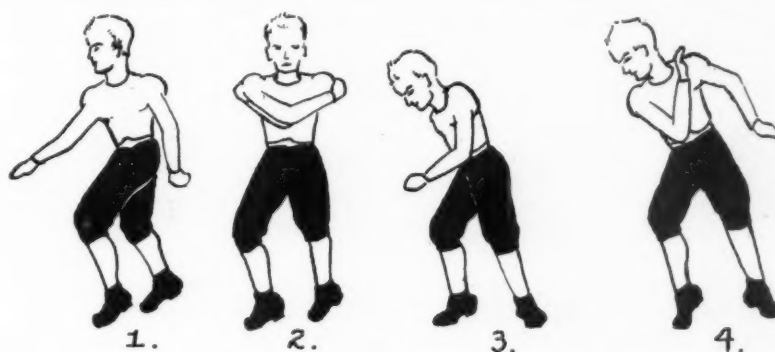


Chart I

acts as a warming up process, which prepares the heart and lungs to handle the increased amount of blood and oxygen.

1. FOOT JOGS. (CHART I, FIG. 1.) A slow dog trot performed on the balls of the feet.
2. ARM SWING. (CHART I, FIG. 2.) While jogging on the balls of your feet, swing your arms occasionally across the body.
3. BODY BEND. (CHART I, FIG. 3.) Continue to jog and perform side-stepping movements with arms swinging; execute an occasional side bend of the body.
4. NECK BEND. (CHART I, FIG. 4.) Persisting in these three exercises,

1.) Count 1, draw feet along the floor and bend knees up to chest. Count 2, return feet to starting position and relax. Continue to repeat counts 1 and 2 eight times.

2. LEGS RAISE. (CHART II, FIG. 2.) Count 1, raise legs in air so that the soles of the feet face the sky (knees straight.) Count 2, return legs to starting position. Continue to repeat counts 1 and 2 eight times.

3. BODY RAISE. (CHART II, FIG. 3.) Count 1, raise body and hands, attempting to touch toes with fingertips. Count 2, return body and hands to starting position. Continue to repeat counts 1 and 2 eight times.

4. KNEE PRESS. (CHART II, FIG.

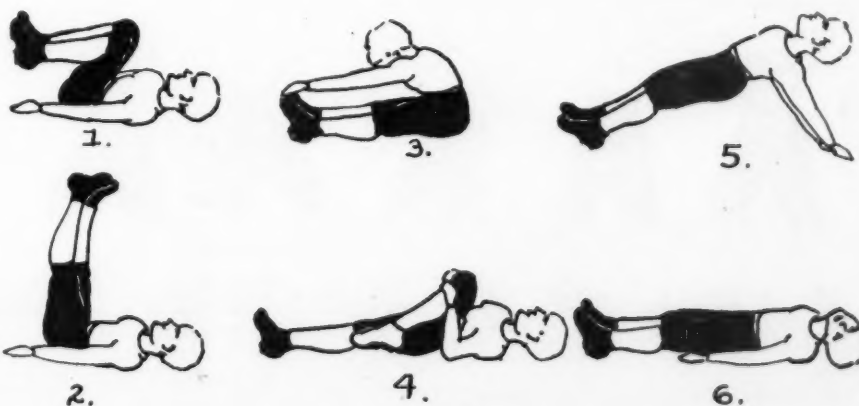


Chart II

4.) Count 1, raise left knee upward and clasp hands around knee in an attempt to bring it to chest. Count 2, extend leg to starting position. Repeat this with right leg and continue to alternate, first left, then right leg, for about eight times.

5. **BODY LIFT.** (CHART II, FIG. 5.) Count 1, rest on heels and palms only. Lift hips forward and upward, bringing body to form a straight line from toes to head. Count 2, return to floor sitting position, relax. Continue to repeat counts 1 and 2 eight times.

6. **NECK BENDS.** (CHART II, FIG. 6.) Back lying position, slightly raising head from floor. Count 1, bend head so that left ear touches left shoulder. Count 2, return to starting position. Repeat this movement to the right side, and continue to alternate. First bending to left shoulder, then to right shoulder, complete this movement eight times.

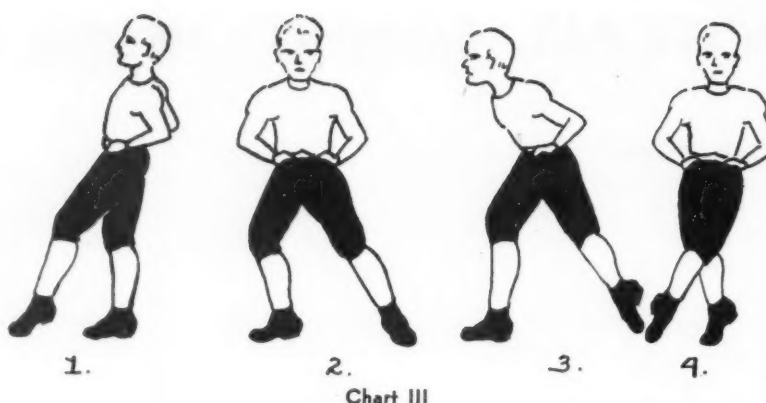
Footwork

This type of exercise is beneficial for both the wind and balance.

1. **FORWARD TOUCH STEP.** (CHART III, FIG. 1.) Standing position with hands on hips. Count 1, with a hop of the right foot, extend left foot forward and touch floor with toes. Count 2, hop on right foot, and return left foot to position touching floor with toes. Counts 3 and 4, repeat counts 1 and 2. Shift weight on to left foot, and repeat counts 1, 2, 3, 4 with right foot. Continue to repeat this movement, first extending left foot forward for four counts, then right foot for four counts, and repeat all for about 16 counts.

2. **SIWARD TOUCH STEP.** (CHART III, FIG. 2.) Standing position, hands on hips. Repeat all movements of Exercise 1. This time extend toes to touch sideward and repeat for about 16 counts.

3. **BACKWARD TOUCH STEP.** (CHART III, FIG. 3.) Standing position, hands on hips. Counts 1 to 4, repeat all movements as in Exercise 1. This time extend toes to touch backward and repeat for about 16 counts.



4. **ACROSS FRONT TOUCH STEP.** (CHART III, FIG. 4.) Standing position, hands on hips. Count 1, with a hop of right foot extend left foot forward and across right, touching floor with toes. Count 2, jumping from right foot, return left foot to position. Extend right foot forward and across left, touching floor with toes. Repeat counts 1 and 2 for about 16 counts.

Teamwork

These are companionate exercises. The body becomes hardened by the tugging and pushing. Coordination is developed as a result of the push and pull movements.

1. **ARM PUSH.** (CHART IV, FIG. 1.) Stand facing opponent at arm's length, left foot advanced. Lock hands with opponent (palms to palms). While stepping around perform alternate pushing movements, first with their left hands, then with their right hands, to which they should offer resistance.

2. **HEAD PUSH.** (CHART IV, FIG. 2.) Stand facing opponent at arm's length, left foot advanced. Have body relaxed with a marked forward lean. Place left hand upon the right side of opponent's head, and smartly push it downward toward the floor. Now opponent repeats the above movement

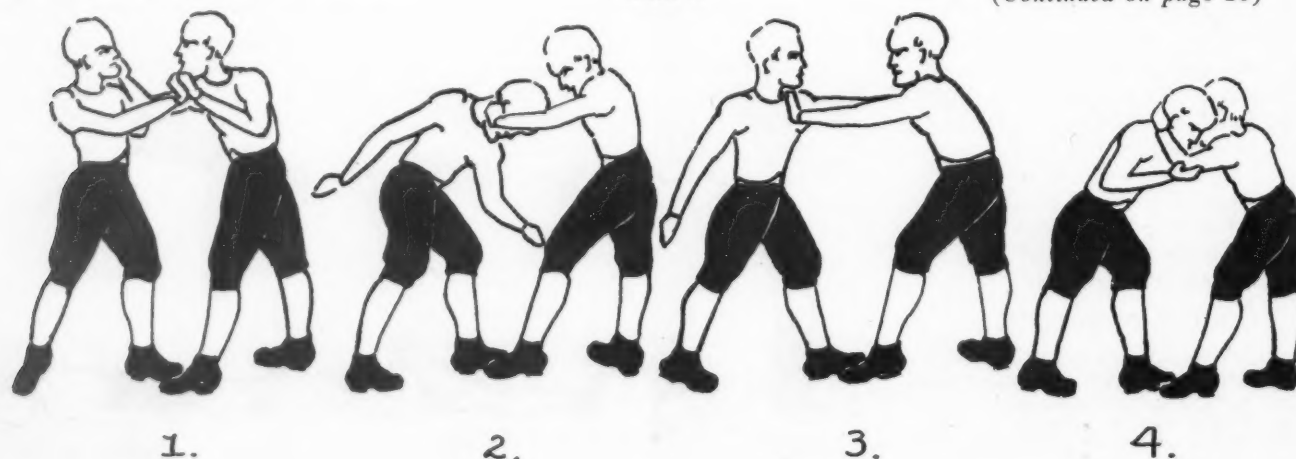
with his left hand. Next, both repeat the above movement, using right hands. Continue to alternate this movement. On defence, the head should offer a slight resistance when receiving a push.

3. **CHEST PUSH.** (CHART IV, FIG. 3.) Stand facing opponent at arm's length, left foot advanced. Place left hands on one another's chests near left shoulders, and execute a smart pushing movement with these hands. A slight resistance should be offered against each push. While in the act of doing so, shift feet with a slight jump so that right feet are advanced and right hands come to same position on one another's chests. Repeat same movement as with left hands. Continue to repeat this movement, alternating, first with left hands, then with right hands. You will notice that, upon changing feet, better rhythm will be obtained if a double hop in place is inserted.

4. **NECK PULL.** (CHART IV, FIG. 4.) Stand facing opponent at arm's length, left foot advanced. Assume the referee's wrestling grip position, head bowed down to one another's left shoulders. Place left hands upon one another's necks, with right hands holding one another's left elbows underneath. Spread feet apart and start a pushing movement with hands. First one man advances while his opponent resists, then vice versa. The above ex-

(Continued on page 20)

Chart IV



BIKE WINS!

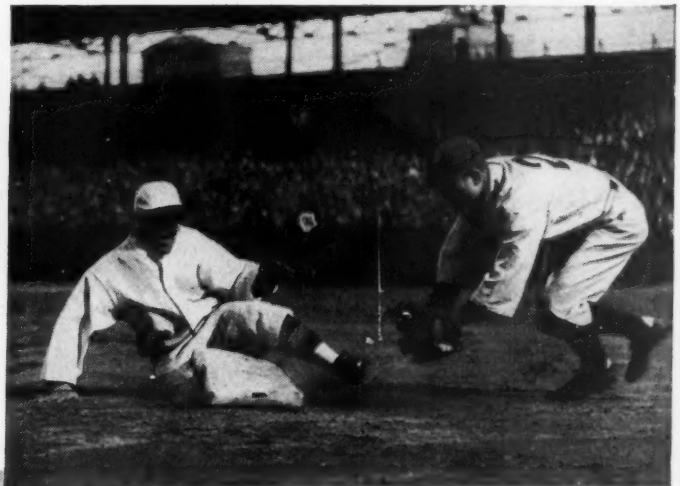
2 out of 3 athletes wear BIKE . . . here's why

COACHES, trainers and athletes all over the country know the importance of a good supporter—know what a difference the best supporter can make in the performance, health and general morale of a team. That's why 2 out of 3 athletes wear Bike. That's why coaches and trainers everywhere rely on Bike. For they know that Bike—manufactured to meet the most rigid requirements on every point—gives the utmost in comfort—protection—economy!

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(Continued from page 16)

ercises should be performed with a mutual understanding that while one is the aggressor, the other, although resisting, should give way. Fast foot-work and side-stepping increases the value of these exercises.

Tumbling

These elementary tumbling exercises serve as an introduction to the many intricate movements which may be performed. Grace and ease of movement are developed by anyone who takes the time for tumbling. Practice of these exercises will enable one to dive through the air and fall in a relaxed position.

1. FALLS. (CHART V.) FRONT FLOP. (FIG. a.) Standing position, hands by side. While in this position fall forward, and land on hands without bending any part of body. As the palms strike the floor, relax and bend elbows to break fall.

SIT DOWN. (FIG. b.) Standing position, hands by the side. Start falling backward. Just at the point of losing balance, smartly bend body forward at the waist, endeavoring to touch toes with finger-tips and fall to a sitting position.

SIDE FALL. (FIG. c.) Standing position, hands by side. Cross right leg over left leg, placing weight on right foot. Relax the body; fall to left side, landing hands first. As palms strike the floor, relax and bend elbows so as to break the fall.

2. ROLLS. (CHART V.) SIDEWARD ROLL. (FIG. a.) Side-lying position on floor, hands extended over head. Roll over on to your other side and continue to roll over and over, endeavoring to follow a straight route.

FORWARD ROLL. (FIG. b.) Standing position, legs spread apart. Bend body and knees forward and place palms of hands on floor. By bending the head forward and downward, try to look backward under the body. With hands as pivots give a smart push upward with the feet. Jump over and alight on back of body. Continue to roll forward, alighting on feet in a standing position.

BACKWARD ROLL. (FIG. c.) Standing position, legs spread apart. By

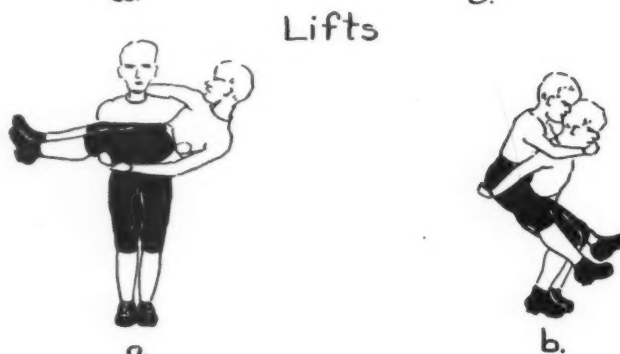
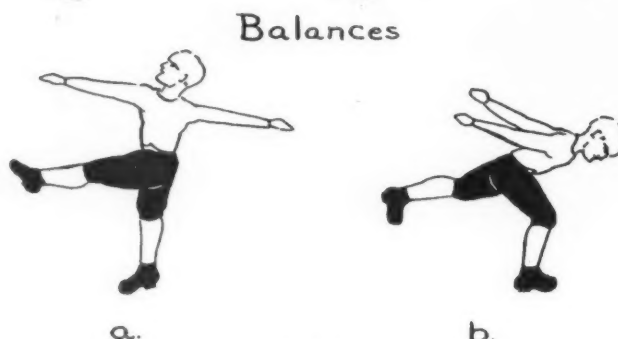
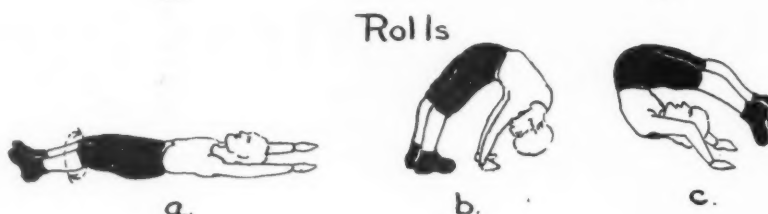


Chart V

bending the knees and body, come to sitting position on floor and throw hands back on floor for momentary support. Give a smart shove backward with both feet, bringing hands up to shoulders, and continue to roll over and alight on palms of hands and knees. Immediately hop up to a standing position.

3. BALANCES. (CHART V.) LEFT LEG. (FIGS. a and b.) Standing position, feet together, hands by side. Swing the left leg forward and raise arms sideward. Balance in this position for a moment. Now swing the

left leg downward and backward, bending body and hands forward to form a straight line from the head to toe of extended foot. Balance in this position for a moment. Repeat with right leg.

4. LIFTS. (CHART V.) FRONT TWO-ARM CARRY. (FIG. a.) Standing position. Place left arm in back of your partner and right arm under his knees. Lift him up, as if to carry him. Proper method of lifting should be practiced. To avoid strain, slightly bend knees and keep the back straight.

BACK CARRY. (FIG. b.) Standing position. By a slight bend of the knees, allow partner to mount back as in the familiar stunt known as "piggy-back." A little study and practice of these basic tumbling exercises will enable the performer to form other combinations.

The game of "brothers"

This is a free running game which furnishes rugged bodily contact. Its many variations are illustrated in CHART VI.

(Concluded on page 26)

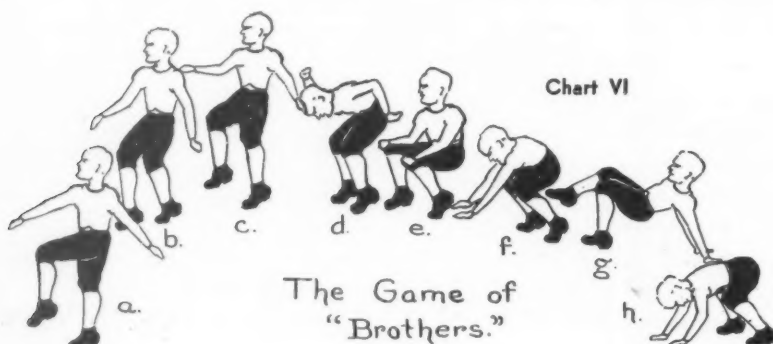
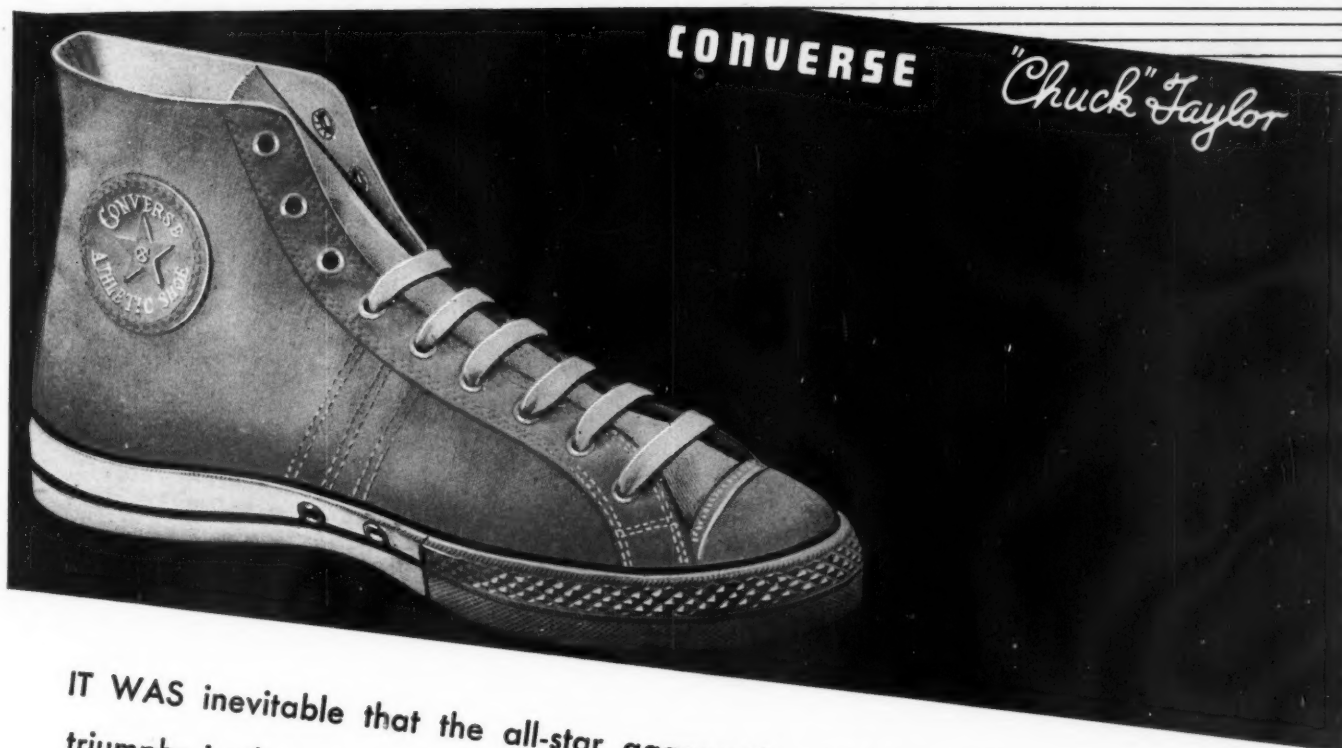


Chart VI

The Game of
"Brothers."



IT WAS inevitable that the all-star aggregation which carried America to new triumphs in the International Olympic basketball contests should be equipped with Converse "Chuck" Taylor All Stars. America's star players naturally insisted upon wearing America's most preferred basketball shoes in the games which determined the world's basketball crown. The hand-picked players of the United States team flashed across the courts wearing Olympic All Stars, the red, white and blue shoes especially designed for our country's Olympic champions—the striking All Star that's now available to players everywhere for basketball and general use.



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The original All Star basketball shoe, worn by more basketball players than any other footwear—and still the preference of thousands of players in college and high school.



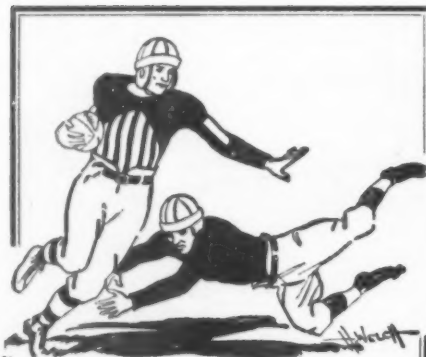
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DIFFERENCES IN NATIONAL FEDERATION AND N.C.A.A. RULES

FIELD MARKING

NAT. FED.

The side zones are 15 yards wide, and a five yard protective area is provided around the entire field where space will permit.

N. C. A. A.

Side zone is 10 yards wide and no protective zone is specified.

EQUIPMENT

NAT. FED.

Penalty is provided for playing without head protector.

N. C. A. A.

Wearing of head protector is optional.

SUBSTITUTIONS

NAT. FED.

Substitute may communicate with teammates after reporting.

N. C. A. A.

Substitute may not communicate unless it is through calling signals.

TIME OUT

NAT. FED.

If team is charged with excess time out they are allowed two minutes.

N. C. A. A.

When team is charged with excess time out they must play immediately.

FORWARD PASSES

NAT. FED.

Forward passer may be at any point behind line of scrimmage.

N. C. A. A.

Passer must be 5 yards behind line of scrimmage.

KICKS

NAT. FED.

A kicked ball remains a kicked ball only until it has been in possession. A scrimmage also ends with possession.

N. C. A. A.

A kicked ball remains a kicked ball until the end of the down even though possession might change several times. Consequently if a foul happens any time during the down it is a foul during a kicked ball. A scrimmage ends with the down.

NAT. FED.

A punt is not allowed on any free kick.

N. C. A. A.

A punt is not allowed on kick-off, but it may be used after a safety or fair catch.

NAT. FED.

If a foul occurs on attempted field goal during a try, penalty is enforced from previous spot.

N. C. A. A.

In similar situation penalty is enforced from spot of foul.

NAT. FED.

Penalty for any foul committed by the receivers simultaneously with, or subsequent to, the illegal touching of the kicked ball by the kickers may be declined.

N. C. A. A.

A provision for a similar situation applies only to those fouls which are classified as personal fouls and would not apply to such fouls as holding.

OUT OF BOUNDS

NAT. FED.

Whenever a foul occurs after the ball is out of bounds between the goal lines, it is considered a foul between downs since the ball was dead before the foul happened. Consequently penalty for all such fouls is enforced from the succeeding spot which is usually the in-bounds spot.

N. C. A. A.

When foul occurs after ball is out of bounds between the goal lines the spot of enforcement varies depending on whether it is in the field or outside and whether it is against the runner or against some player other than the runner.

NAT. FED.

Strict enforcement of penalty for tackling a runner who is out of bounds is made mandatory and responsibility is placed on the tackler.

N. C. A. A.

Rule relative to tackling out of bounds is such that it is seldom enforced.

NAT. FED.

If ball is touched simultaneously by two opposing players and goes out of bounds, it is awarded to opponents of team last in possession.

N. C. A. A.

In a similar situation ball is awarded to team which did not put ball in play even though possession may have changed several times.

RIGHT TO RETURN

NAT. FED.

A linesman who has been legally shifted to the back field may return to the line in a subsequent quarter.

N. C. A. A.

A shifted linesman may not return to the line.

NAT. FED.

A player withdrawn to correct illegal equipment may return during subsequent quarter.

N. C. A. A.

Such a player may not return.

FAIR CATCH

NAT. FED.

Coming to a stop, is a prerequisite to making a fair catch.

N. C. A. A.

Time of a fair catch is left to discretion of official.

NAT. FED.

If, during the two steps following a fair catch, player steps on or over a boundary line, fair catch is allowed.

N. C. A. A.

In similar circumstances a fair catch is not allowed.

LENGTH OF PERIODS

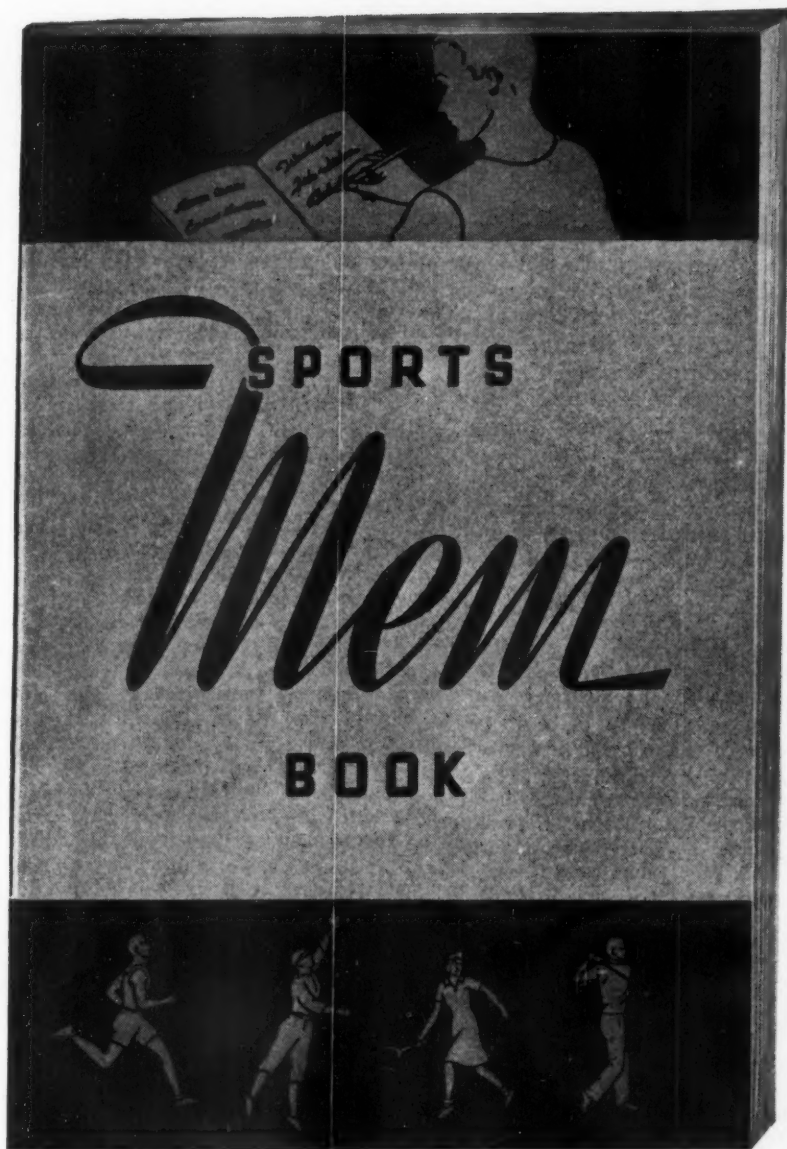
NAT. FED.

Quarters are 12 minutes, intermissions are 2 minutes and 15 minutes.

N. C. A. A.

Quarters are 15 minutes and intermissions are 1 minute and 15 minutes.

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*Based on actual letter in our files

ABSORBINE JR.

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Here Below

(Continued from page 5)

for not dipping Old Glory on passing the Olympic stand of honor occupied by Herr Hitler. Avery T. Bunglerage, chief disciplinarian of the American forces, explained that Old Glory is dipped only to the President, and only then if he is a Republican.

Fair-haired Hand-shaking Walkathon—Won by Herr Hitler for his speed in taking a walk to the nearest exit when he saw a couple of brown-skinned (not to be confused with brown-shirted) Americans winning first and second places in the high jump. Herr Hitler, having shaken the hands of only Aryans up to this point, decided to leave the stadium before Aryan supremacy came down off the cross-bar and landed below the Mason and Dixon line.

Hop, Step and Beat Around the Bush—First victim: Helene Mayer, the only member of the Nazi team having more than one-half of one percent Jewish blood, and Germany's champion woman fencer. The Nazi propaganda bureau issued an order forbidding any mention of Fraulein Mayer's achievements beyond what would be necessary in the listing of the fencing results. Let us all stand and sing the Hearst Weasel song in honor of America's champion 12-pound bull thrower, William Randolph Hearst, whose order forbidding his papers to mention the name of Stanford University, takes second place in this event.

Sex—Sex reared its frazzled head in the meeting of the International Olympic Committee during the Games when Avery Brundage asked the Committee to check-up on the sex of women athletes in future Olympics. It seems that some of the female athletes have not been females after all. Mr. Brundage would remove any chance of male or hermaphrodite getting into the women's Olympics by requiring a sex examination before women are certified for the trip. It occurs to us that unless Mr. Brundage is willing to offer the same precaution in keeping the men's Olympics pure, he will stand accused of encouraging the double standard. And, heavens knows, Mr. B. has had enough accusations for one year. It also occurs to us that the examination before the trip may not be the protection Mr. B. thinks it is. The physiological aspects of the transposition in sex being what they are, it is possible that a few of the misplaced hormones may get in theiricks between the pistol and the tape. So we offer the additional suggestion to Mr. B. that he call for an examination before every event and again immediately following the event.

Sweet Holm—Kicking Eleanor Holm Jarrett off the team for drinking one too many was the kick-off heard round the world. Opinion is sharply divided as to the justice of meting out such severe punishment to the girl who "liked to have a good time." For our part, we think she

got what was coming to her, and feel, as Dean Cromwell expressed it, "she asked for it." Mr. Brundage and his Committee on board the Manhattan had imposed no unreasonable rules of training on the athletes. Drinking was not forbidden. The athletes were merely asked to be reasonable about it. Eleanor and a few others had been warned to slow up a little, and the famous swimmer responded by going on another bender the next night. For such downright intransigence a coach, or whoever is responsible for the morale of the group, can hardly be expected to get down on bended knee and plead with even so alluring a creature as Eleanor Holm Jarrett to observe a modicum of sobriety. All coaches will sympathize with the Committee's point of view, even though a large section of our newspaper commentators, and presumably the public too, seemed to think that the Committee had not made the punishment fit the crime. But the Committee was not satisfied in excommunicating Mrs. Jarrett from the team; or, at least, Mr. Brundage wasn't. He followed-up by shutting her off from further competition, either in Europe or America, because of her syndicated newspaper articles from Berlin. He invoked a rather vague A. A. U. rule against commercialization of athletic fame, an obvious act of vengeance in this instance. If Mr. Brundage really intends this as a signal that he is going to clean out all violators of amateurism's incomprehensible laws, then we shall expect to see a wholesale departure of the barnstorming track and field celebrities whose fame attracts hundreds of thousands of dollars to Madison Square Garden and other arenas each winter. Mrs. Jarrett, take a tip from us: Offer Mr. B.'s American Olympic Committee the money you received for writing your articles, and you will find your amateurism returned to you. This is the way Gene Venzke straightened himself out with the A. A. U. in connection with his *Saturday Evening Post* article last spring. Surely Mr. Brundage would do as much for a lady as he did for a gentleman.

Owens epilogue—We had no sooner finished writing the above than a despatch arrived from Berlin announcing another Brundage kick-off, this time the ball going out of sight. Jesse Owens was the ball, and Mr. Brundage kicked the amateur status out of him because Jesse, after what most of the world regarded as rather a good job well done in Berlin, decided that he would like to come home to the wife, and to lend an ear to some of the offers he was receiving from radio people. But first Jesse ran in four post-Olympic meets. Four was enough, he thought. After which he decided to come home; and socko, he was detached from his amateur standing before anyone could say Bill Robinson. It is a rather pathetic commentary on the way we run things that our athletes, after a season such as they have to put in during an Olympic year, are penalized with the loss of their amateur standing because they decline to go barnstorming all over Europe to help Brundage's Committee and the A.A.U.



Mr. William Mattison pointing to the excellent turf developed by Emblem-Protected Peat Moss at Recreation Park, White Plains, N. Y. This park was formerly waste land.

WHAT PEAT MOSS IS AND WHAT IT DOES

Peat Moss is disintegrated plant matter and organic in its purest form. Emblem-Protected Peat Moss is composed of millions of tiny sponge-like cells that provide resiliency and high absorbency. It keeps the soil well-aerated and prevents hardening. It promotes the development of vigorous root growth, resulting in a turf that is not easily uprooted by cleats. That is why athletic directors, golf course greenskeepers, nurserymen, and gardeners, all use Emblem-Protected Peat Moss.

For your protection there is a P.I.C. triangular emblem on the side of each bale of Emblem-Protected Peat Moss. It is a mark of inspection guaranteeing superior quality. Insist on Emblem-Protected Peat Moss. It assures you the most for your soil-building dollar.

HELP PREVENT BONE INJURIES! WITH A "CUSHIONED" TURF!

Quick starts, vigorous tackling, and hard, solid blocking require a good, resilient, springy turf if injuries are to be prevented.

At a trifling expense you can protect your boys with a "cushioned" turf this season. Just spread 10 bales of Emblem-Protected Peat Moss over your playing and practice fields. Let the players cleat it in and you will lay the foundation of a springy turf and reduce the chances of shin splints, joint injuries and pulled tendons.

Major L. D. Worsham, of the Corps of Engineers, and former Graduate Manager of Athletics, U. S. Military Academy, West Point, states in a current issue of "The Turf Survey":

"Last fall an experiment was tried on our practice football fields. Experience had shown that turf would be worn bare in several spots on each of our two varsity football practice fields by the middle of October. Fortunately, by this time most of the body contact work is over. However, it was desired to keep the soil springy to avoid shin splints and joint injuries. To accomplish this, ten bales of peat moss were worked into the soil by the cleats of the shoes of the players. The results were very satisfactory, the football coach reporting that the fields were in the best condition he had ever seen them."

Don't take unnecessary chances with injuries this fall. Use Emblem-Protected Peat Moss and build a "cushioned" turf now. Mail the coupon below for the name and address of nearest local dealer.

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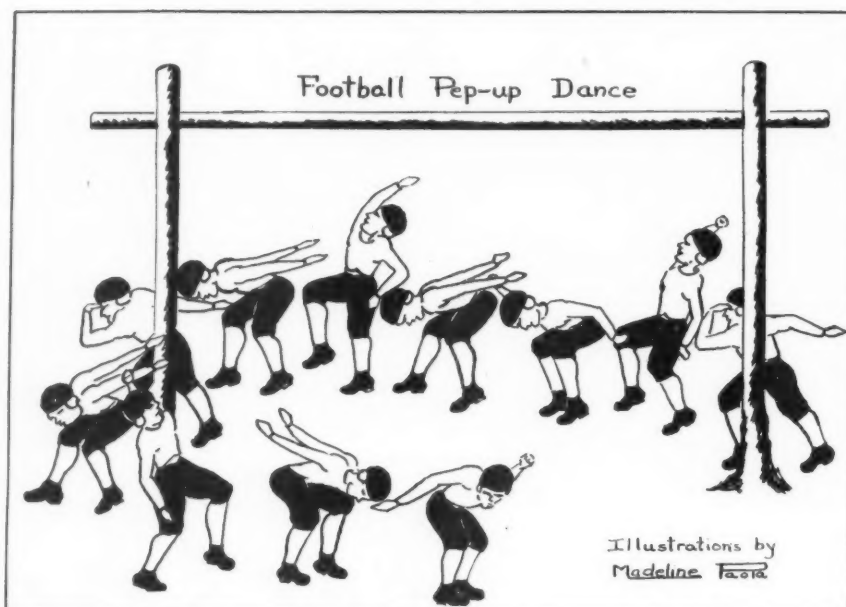
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Conditioning Exercises



(Continued from page 20)

Inject a bit of fun into your training periods. Occasionally play some game of low organization type. Boys like it. There are many stunts that can be performed while marching. Players are lined into two rows facing each other. Boys standing opposite each other become brothers. Taking hold of hands they come to a full squat position which they are to assume each time they run back when the word *brothers* is called. On command the boys resume standing positions; and the lines face in opposite directions, i.e., one south and the other north.

With the word *march* these lines start out, walking in opposite directions, forming a 40 ft. circle around the centre. Without warning the leader of the game shouts *brothers*. All players immediately endeavor to rush back to their original squat positions and clasp hands with their brothers. The object of the game is, that upon running back the same set of brothers should be on the left and the same set on the right side.

Last ones in place are the *duds*, and are out. As punishment they take their places at the end of their lines, and from then on instead of squatting they merely return

to a standing position. The game may be varied as to the method of march.

MARCHING ON TOES. (FIG. a.) While the boys are walking around, the leader gives the command for them to march on toes.

CHANGE STEP. (FIG. b.) A series of change steps may be performed. (See illustration b, Chart VI.)

SKIPPING STEPS (FIG. c) are exhilarating.

INDIAN STEPS (FIG. d) are fun. Much laughter is furnished by the **DUCK WALK** (FIG. e). You are sure to experience a few good nose-dives in the **RABBIT-HOP** (FIG. f).

THE CRAB WALK (FIG. g) may be added to retard the tempo.

THE DOG-RUN (FIG. h) is the conclusion to this lively game of Brothers.

Football pep-up dance

As a garrison finish let out a war whoop and command the boys to follow you in a series of Indian steps. The dance steps are performed in a loose manner. Step forward on the ball of the left foot and stamp the heel. Then step forward with the right foot and stamp the heel. The accompanying illustration will suggest various movements of the arms and feet.

New Books

(Continued from page 13)
1936). The companion volume to the rule book is *Football Play Situations*, a Text-book for the Study of Rules and Game Procedure. The list price of the rule book is 30 cents, of *Football Play Situations*, 50 cents. Schools that are members of state high school athletic associations obtain the books at a reduced price.

The Teaching Problem

Students of physical education and teachers in the field will find Jackson R.

Sharman's new book, *The Teaching of Physical Education* (A. S. Barnes & Co., \$1.60), an excellent guide to physical education principles and present-day methods in program making, class management, organization and control, and the many other problems facing the instructor seeking efficiency and results.

The Water Game

Playing and Coaching Water Polo, by James R. Smith, is the first complete text

on a game that has sorely needed such assistance. Smith and his publisher, the Interscholastic Sports Publishing Co., Los Angeles, have done a first-rate job in presenting a complete manual of the game, from its history, through coaching methods and play techniques and tactics, to conditioning and training the team and interpretations of the rules. The work is generously illustrated in photograph and diagram. The photographs are from motion pictures and are reproduced in strips showing a maneuver complete in its various stages, such as Scholastic Coach has popularized in other sports. But this is the first appearance of water polo pictures in this form. A collector's item, this, for all you aquatic coaches (\$2.50).

Athletic Assemblies

CAREFULLY planned athletic assemblies have been used by the Dubuque, Iowa, Senior High School to acquaint its student body with both the athletes of the school, and the fundamentals of the various sports.

The analysis of four plays and a demonstration football game were the basis of a star football assembly. The entire student body, eleven hundred strong, were seated in the bleachers. Yell leaders were on hand for the game. A public address system owned by the school was put into use.

Two full teams were used for demonstration purposes. An off-tackle play, a reverse, a punt and a simple forward pass were analyzed. After an explanation, each boy did his part separately in slow motion. Then the whole eleven executed the play together.

The student body soon realizes that there are other players on the team besides the ball-carrier and the forward pass receiver. The value of tackles, guards and blocking backs was impressed upon them. In the game that followed, common fouls were explained and then demonstrated by specific individuals.

The students were made acquainted with the personnel of their team and the details of executing four simple plays.

The average student body will not attend a track meet mainly because few understand the meet. Some of the meets are very poorly run. A forty-five minute track assembly in which forty boys took part in twelve events was rehearsed this spring. Each demonstration was briefly explained and executed by the best boys in school. The fact that the students are shown what to expect helps a lot in popularizing athletics.

Basketball can be put across more easily, but it requires a very definite plan if the assembly is to be successful. Several drills, in which other things than scoring shots are emphasized, tend to educate the audience as to the value of guarding, passing, feinting and clean play. Little acts of sportsmanship on the part of the rooters and the team can be impressed better at this assembly by action, rather than later by speeches.

These assemblies must be thoroughly planned in order to carry out their purpose. They must be simple, and they must be explained. They should be short and well executed.

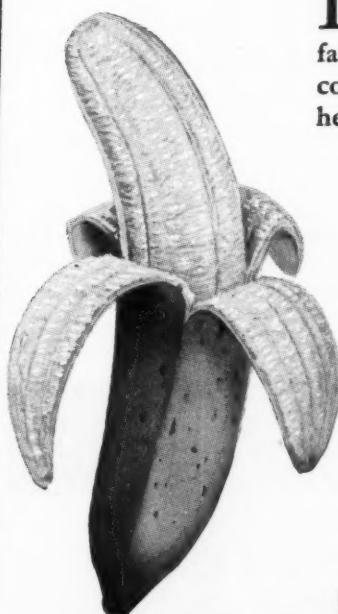
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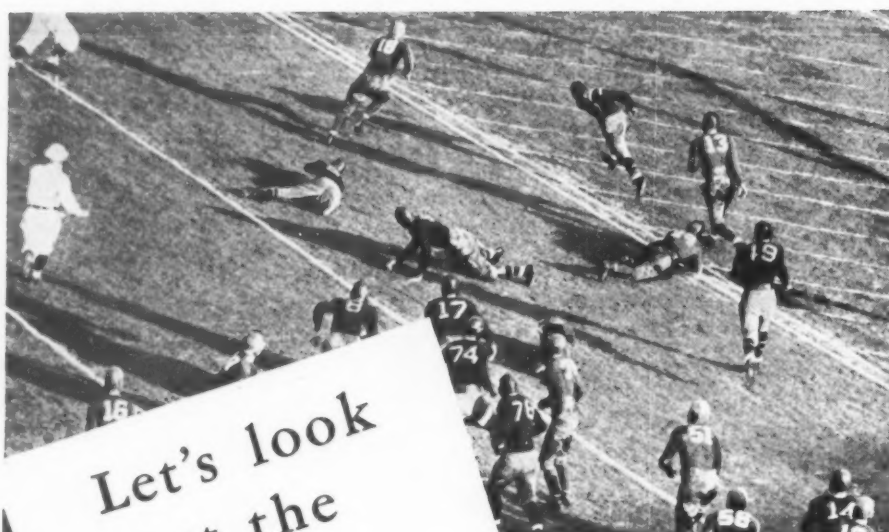
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PHYSICAL EDUCATION MANUAL.

By Mabel E. Rugen and Jeanette B. Saurborn. Pp. 140 (lithoprinted), illustrated—diagrams. Ann Arbor, Michigan. Edwards Brothers, Inc., 1936, \$2.50

THE general principles of instruction apply to the field of physical education, but due to a shifting active teaching situation centered around many pupils, all physically busy at one time, it demands specific teaching principles. This manual was written to cope with special techniques for dealing with mobile groups.

The material covered in the text was tried for five years in the field of supervision of women student teachers. Although intended for inexperienced teachers, it can well be used by all for checking the effectiveness of their teaching. It is an excellent guide, complete, thorough, and allows for great flexibility.

The text is divided into a series of units and an accompanying appendix. There are self-evaluation assignments at the end of each unit containing the definite problem, the underlying principles in its solution and suggestions for its practical use. Each of the units are here briefly covered.

Unit I—The Teacher

The need for creating a favorable first impression, of putting yourself across to the pupils is stressed. Some of the items that play a part in the initial performance are personal appearance, poise and posture, use of voice, personality traits, and standards for pupil behavior.

The importance of these items can never be overemphasized in handling inexperienced teachers. Many of us know of teachers in the field who, in their early stages of the game, prepared excellent lessons based on sound educational principles, but disregarded such so-called small items as proper uniform, clean face, etc. Evidently, the authors have hit upon a vital point.

Unit II—Getting Acquainted with Your School

It would, perhaps, be of great assistance to some old-timers, too, if they have not already become acquainted with the organization, purpose, objectives, routine procedures and accomplishments of the school of which they are faculty members, to do so at their first opportunity.

Unit III—Getting Acquainted with Your Pupils

If we believe in the child as a whole, the teacher of physical education has an opportunity to see more sections of this whole, than have others. He sees the physical through medical and testing programs, the social and emotional through group participation.

To further aid the teacher in learning the names and the individual needs of the pupils, teacher participation is encouraged. Wherever possible, observe children in

classroom situations to see how they react to others.

Unit IV—Class Routines and Clerical Duties

Although our present day philosophy seems to be toward informal activities, certain procedures if routinized, leave the teacher free to concentrate on her real job, i.e., teaching. Illustrations of routine procedures and the keeping of records are given by the authors for: roll call, showers, lockers, and clerical duties of teachers.

Unit V—Teaching Material

If a teacher has a small budget to draw upon for materials, he or she will understand the necessity of proper care and use of equipment. Some teachers fail to realize that although the physical education equipment, such as balls, bats, etc., constitute the bulk of the materials, they can be supplemented by clippings, diagrams, models, pictures, etc. A vast warehouse of material is available to the teacher who knows the best sources for securing this auxiliary material.

Unit VI—Planning: Some General Considerations

Planning is the greatest contributory factor in good teaching. Physical educators have frequently been criticized for lack of planned lessons. Many critics feel that all the physical educator does is throw a ball out to the class, and then stand along the sidelines, or trust to luck that something interesting may be thought of when the class meets.

Some valuable suggestions by the authors are: outline the general content for the season, plan weekly lessons in more detail. Upon weekly lesson plans should be based complete daily lesson units. Thus the teacher will know exactly what is to come and have the necessary equipment on hand.

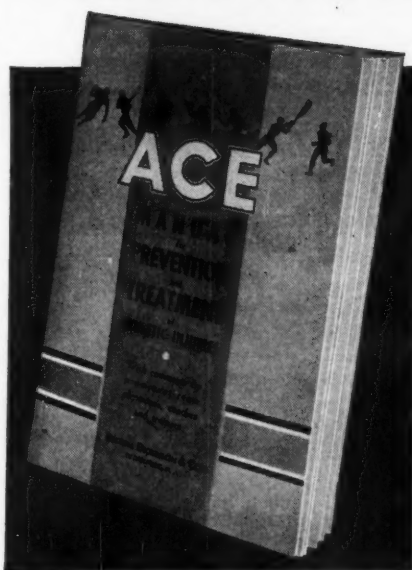
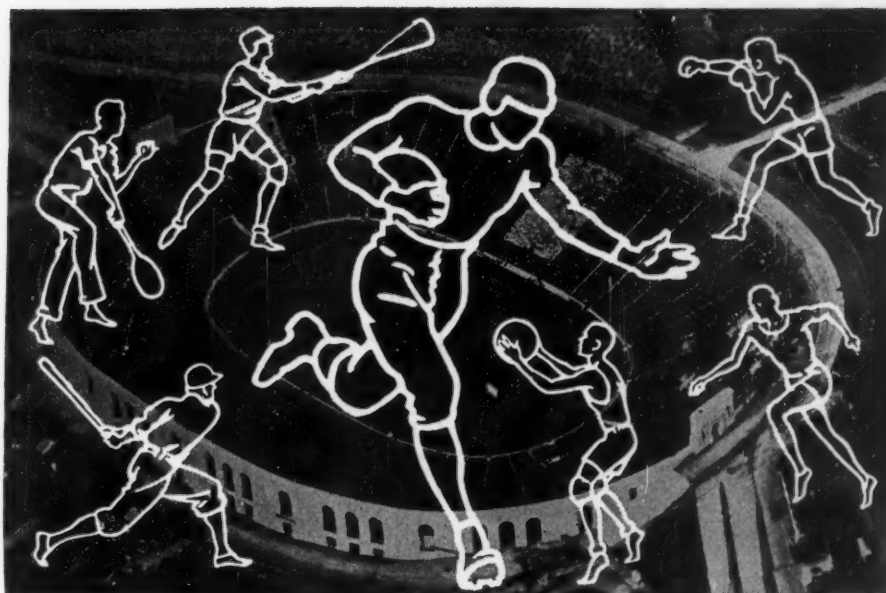
Unit VII—Planning Specific Lessons

An excellent detailed plan for the first lesson of the inexperienced teacher is herein contained. The essential background factors are thoroughly covered by the authors. Some of the items are: place of activity, materials required, discipline of class, teaching procedures, and self-evaluation. A complete form of lesson plan and its philosophy should be of assistance both to new and old teachers in uniting their daily plans or teaching unit.

Unit VIII—Class Management, Selection of Activities, Organization

The subject matter presented should be based upon pupil interest. We know that certain games go best with certain age groups and sex. These interests should be thought of in trying to reach the child through physical participation. In the field of class management, such things as full utilization of play space and materials must be considered. As for the selection

(Concluded on page 30)



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(Continued from page 29)

of activities, the child's interests and needs are the guiding lights. Getting the pupils into the best kind of organization in the shortest possible time, is the aim of organization. If assistance is needed, the teacher can refer to the text for different kinds of class formations.

Unit IX—The Use of Demonstration, Discussion, Drill, Coaching, and Problem Solving

Teaching procedures should include the many things indicated in the unit title. Demonstration may be by the teacher, accompanied by questions designed to arouse discussion by the students; or teacher demonstration as illustrated explanation.

The setting up of a problem (if A had the ball and wanted to get from point X to point Y, etc.) can readily lead to discussion, followed by pupil and teacher demonstration, leading to the solving of the problem. Drill on the activity in essentially the same manner in which it is likely to be used in the game to follow. An element of competition may be introduced in the drill to stimulate interest. The teacher should then be ready to coach the technique into the game.

Unit X—Use of Study Guides, Projects, and Work Sheets

Using the theoretical as aids in motivation, the authors show how study guides, projects, and work-sheets, may be adapted to meet the individual needs of pupils and offer an effective method of stimulating the dull pupil as well as the more intelligent. They also furnish the teacher with a self-evaluating technique for diagnosing pupil difficulty.

Sample guides, projects and work sheets in activities such as basketball, fieldball, baseball, hockey and tennis, are splendidly illustrated.

Unit XI—Use of Written Tests as Teaching Procedures

Many claims are made for the value of informational tests, among them being: determination of the present status of a group, determination of group and individual difficulties and achievement. Suggestions for the construction of tests, as well as types of tests, are listed.

Unit XII—The Use of Specific Informational Materials for Teacher and Pupils

Information and knowledge regarding activities taught are essential in the learning process. Explanation discussion and participation in activities may helpfully be re-enforced with reading material. They may be periodicals, newspapers, pamphlets, books, etc. Sample tests are given, basketball, baseball and hockey.

Unit XIII—Bibliography

This section is devoted to a bibliography of aids for teaching physical education, practice teaching, specific athletic activities, rhythms, correlated subjects and general references.



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Care of Grass

(Continued from page 12)

Long Roots Save Ankles

Sod that contains long, deep roots has greater strength than that which is less thickly grown or less well rooted. Grass with long roots suffers less in dry periods because it has more soil to draw upon for its moisture. A good application of some manufactured fertilizer, applied two weeks or more before the season, will enrich the soil and encourage the growth of the grass until the end of October. A manufactured or processed fertilizer is to be preferred to manure because it contains no weed seeds. It should contain a liberal amount of phosphoric acid for, unlike nitrogen, it produces no harmful effects on the turf. Seed should not follow chemical fertilizer sooner than two weeks, for the chemicals and soil must have been given a chance to blend. In sowing seed over a small area, mix the seed with three parts of top soil and one part of humus or peat moss and sow by hand. After sowing, make the soil firm by tamping or rolling.

Humus for Cushion

The soil conditions are the first requirements for a good stand of grass. Just as very sandy soil will not support a good growth of the usual grasses, so a heavy, clayey soil will not support it or permit root penetration. If the top soil contains some mixture such as peat moss it allows a good root foundation and gives a firm springy turf which helps prevent injuries by acting as a cushion. The peat moss should be thoroughly dampened before it is spread with the top soil and seed to prevent the forming of windrows. This preparation can be used at any time in varying quantities, but the regular seasonal application calls for about half an inch over the entire field. Authorities all agree that any type of top dressing should be formulated in as near the proportions of the soil below the sod as possible. A suggested topdressing is made up of equal parts of top soil, peat moss and sand. The grass grown in soil prepared as above has long springy roots and does not tear up so easily into divots.

Whiting is universally used for lining the field in place of the strong limes formerly in vogue. There are white clay preparations which are the best material as they do not injure either the grass or the player. White lines carefully applied will improve the appearance of any field fifty percent in their contrast to the heavy green of the grass.

If the proper seed mixture is used in planting bare spots and in the original planting of the field, the grass should offer a good coverage in any season of the year. Some varieties will be doing their growing while the others prepare or have ceased. While many types are used, a good mixture will contain the following: Creeping Bent, Dutch White Clover, Kentucky Blue, and Red Top. Clover offers a close coverage, a deep green, and easily replaces itself. The closeness of the clover growth will protect the roots from burning. Creeping Bent will help hold in poorer grass and prevent divots.

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Howard Jones	Southern California	G. E. Gauthier	Ohio Wesleyan
"Hunk" Anderson	North Carolina State	"Tom" Lieb	Loyola Univ.
Dr. Marvin Stevens	New York Univ.	W. A. Witte	Wyoming
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the original point where the play started.

The purpose of this rule is to encourage passes, make the game more open and increase scoring, decrease injuries and increase the alertness of players. I believe that this rule would add interest and zest to the intramural game. This rule would not allow forward passes on the kickoff or after the ball was punted, but backward passes could still be made from punts and kickoffs.

Players eligible for forward passes

In five-man football, all the players are eligible for forward passes. In six-man football, all the players but the snapper back (center) are eligible. The center is not eligible even though he plays on the end of the line.

In seven-, eight- and nine-man football, the eligible men would be the same as in 11-man football, that is, the backs and two men on the ends of the line. (The backs, to be eligible, must be one yard or more behind the line of scrimmage.)

Running plays from scrimmage

The purpose of the following rule is to make the game more open and discourage power plays. It applies to all but nine-man teams:

The back receiving the ball from center, must pass the ball to a team mate before he crosses the line of scrimmage. The ball must travel through the air after leaving the passer's hand and before entering the receiver's hands. If the ball carrier who received the ball from the snapper back is tackled, and the ball declared dead by the officials before the ball carrier reaches the line of scrimmage, the play shall be legal. If he crosses the line of scrimmage before passing the ball, the officials shall declare the play illegal.

PENALTY: Loss of down at previous spot. If the first pass is not a legal one the above penalty shall apply. (This rule applies to running plays only.)

This rule has been used successfully for two years in six-man football. It gives more players the opportunity to handle the ball. This rule also tends to reduce the bruising line play which is responsible for many injuries.

Names of positions

The teams and their players are as follows:

5-man teams	2 ends, center, quarterback and fullback
6-man teams add	1 halfback
7-man teams add	1 tackle
8-man teams add	1 more tackle
9-man teams add	1 more halfback

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ELEVENTH OLYMPIAD BASKETBALL

(Continued from page 9)

Rain and reach

To add to the hardship of play, the International Federation of Basketball had adopted as its official ball one of German make, the Berg. The Berg, chosen over American samples submitted by manufacturers in the United States, was the maximum size, lopsided and, worst of all, ungrained. Dust and mud, which would soak into the grains of an American ball, stayed on the surface in direct contact with a player's hands. Holding a pass proved a rarity; accurate shooting, an impossibility.

A motion picture of the final game should eventually prove priceless. Not a spectator was without an umbrella, and not a rain-soaked seat was occupied. The fans stood throughout a game that grew sloppier as it progressed. The American team, playing slowly and cautiously of necessity, was happy to emerge at half-time leading 15 to 4. In the second half, each side made but four points! The game was strictly fumble and interception, with American height providing an advantage in the scrambles for the ball. On one occasion, it took two solid minutes for a loose ball to be picked up, Jack Ragland falling on it after numerous kicks and squirts back and forth.

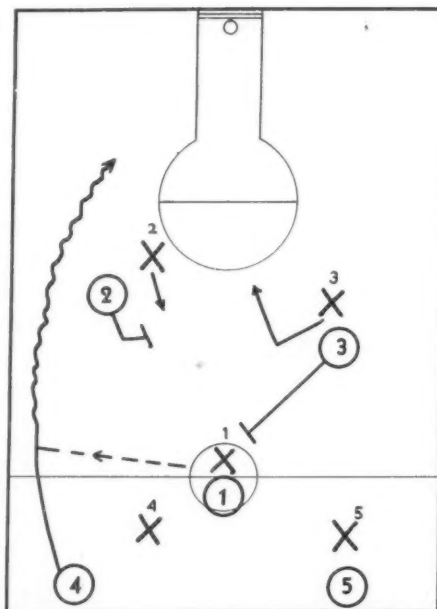
Under American playing conditions the contest would have been well worth seeing, for the Canadians, composed of their champion Windsor, Ontario team, supplemented by men from the Victoria Dominos, were a formidable foe, handling the ball well in earlier games and passing smartly. Their figure-8 offense, however, required too much ball-handling in the final game and failed to penetrate the American zone defense (See Diag. 1). This play provides perpetual motion, every pass being outside the defense, each one growing shorter, until a block may possibly occur and clear a lane down the middle for a sharp dribble.

The Americans, in turn, could not use their most effective tip-off play. This play, made possible by a great height advantage at center, started from a very wide tip clear to the sideline. In the United States, few centers could manage such a long bat.

Lack of strategy

As has been indicated by what has been said here, however, there was little of a technical nature to carry away from the games. The Oriental teams, victims of bad tournament drawings, showed the effect of recent

visits to the Far East by American teams, in their superior ball-handling. The only noticeable stratagem employed by a European team was the old sleeper play, worked by Esthonia. Forward Georg Vinogradov scored 21 of his team's 28 points by never coming back on defense. Upon his team's recovery of the ball, a long pass fired to him produced many a basket, largely because the American guards, resting on a 25-point lead, paid little attention to him. When Vinogradov was partially covered, he advanced to meet the long pass down the center, forming the feeder of the Esthonian fast break. The idea, however, was faulty, because the American five, confronted with only four defenders, scored practically at will.



DIAG. 2
U.S.A. Tip-off

Guard 4 picks up the wide tip, and while 2 is crowding the guard on that side X2, who usually crowds in close toward the center, may dribble clear into the basket. More often X3, seeing the danger, shifts over to take him, making the center 1 open on the right side, particularly since 3 has blocked the opposing center.

In general, European basketball apparently has lots to learn. Despite Dr. Naismith's gracious Berlin comment that, "it is surprising and gratifying how the game has developed on this side of the water," the performance of the European teams would hardly support this contention. Although Poland, Europe's 1936 champion, finished fourth, it has the unique consolation-round idea in this tournament to thank for it, as explained in the draw chart on page 35. Poland was beaten both in the first and second

rounds, remaining in the tourney by winning against losers on the second and fourth days. On the second day, as a matter of fact, it was drawn with Hungary, which had not entered a team! On the fifth day, it won its only real victory, defeating Brazil. Brazil's team had lost twice. Poland was in the quarter-finals, drawn with Peru. On the day of this game, it was learned that Peru, angered by decisions in its soccer game with Austria, had withdrawn its complete representation from the Games and was home-bound. Poland was in the semi-finals. Despite a massacre at the hands of Canada and another by Mexico in the third-place playoff, it thus had cinched fourth place. Meanwhile, unfortunately all together in the upper bracket, a clever Japanese team had been thrown off-stride by Mexico's zone defense, a type it had never before encountered; a smart Chinese team, victim of an off-day in shooting, had failed even to make the final bracketing of the fifth day; and the lightning-fast Philippine team had had the misfortune to meet the United States in an earlier round, and was forced to take fifth place in the play-off with Uruguay.

The essential weakness of the European play was in its fundamentals. Czechoslovakia, for example, presented a rugged team with great possibilities, as did France, but their passing was all overhead instead of from the chest, and they could not manage their feet to get set for shots. Play of the North American teams, as seen from their 1, 2, 3 finish, and of the Oriental teams also, was so noticeably different as to arouse comment even from spectators unfamiliar with the game.

Rules confusion

The rules used in the games were those adopted by the Congress of Lyon (dominated by France and Italy, with no American representative present) in 1934. This meeting, brought about by the insistence of R. Wm. Jones of Great Britain (the man who, more than any other, was responsible for placing basketball on the Olympic program), was conducted under the auspices of the International Federation of Basketball. The Federation's rules differed from those in use in America in that: (1) A team was limited to seven players, with only two substitutions possible in a game. No player could re-enter a game, unless through "forced" substitution (injury, or for personal fouls). Even forced substitutions are limited to two; after

this the team plays with four men. They cannot go on with less than three on one side, the game being called at this point and the team ahead declared the winner. (2) There are no three-second and ten-second rules. (3) The watch is never stopped, except for multiple throws, double fouls, or a referee's order, thus making for a shorter game. (4) After freethrows, the ball is brought to the center. (5) Outdoor courts are designated as the official court of play. (6) Only one official is to be used, and he is to be unpaid.

While the games were going on, however, the Federation held its 1936 Congress, in which it abolished practically every one of its above rulings, also legislating for the elimination of the tip-off, regulation American-style tournament, and an unlimited squad of players. Evidently the height of some of the American players was a bit too impressive, for the Federation also passed the proposal sponsored by Japan and Canada limiting players in the competition to a height of 1.90 meters (6 feet 2 $\frac{3}{4}$ inches). The American contingent, led by Dr. J. A. Reilly of Kansas City, Y. M. C. A., Representative Dr. John Brown, Jr., Technical Adviser J. A. Tobin of New York, and Coach Jim Needles of Los Angeles felt, however, that the International Olympic Committee, which

must pass on the Federation's proposal, would not approve a ruling which would appear to so definitely violate a fundamental principle of the Olympics—open competition for all.

Varied officiating

The referees worked in the games, most of them satisfactorily, with Powers of Canada (who has officiated extensively in the American Midwest) and Takesaki of Japan especially held in high favor. A lack of uniformity in interpretation, however, proved bewildering to the players. After previous officials had allowed for the uncertain footing in calling steps, the Swiss referees aroused a near-furore by calling progress on any movement of the feet whatsoever. The players soon found protesting in sign-language too difficult, however, and swallowed their resentment.

Coach Needles found difficulty in whittling the 14 able American players to the seven-man limit. Despite the desire of the players to perform in their original units of Universals and Oilers on alternate days, it was Needles' decision that sectionalism should have no part in the selection of personnel. The teams were then divided into units of similar style of play, which amounted almost to the

same thing. The Sure-Passers, largely composed of Universal players, had the honor to open the tournament, but when the final came around, it was the good fortune of the Spectacular Wild-Men, largely Oilers, that it was their turn to play.

It is of considerable credit to both groups that they buried the hatchet of a previous bitter rivalry to bring victory to basketball's native land under conditions that might easily have thwarted the efforts of anything but a great team.

Basketball Notes

The official basketball rules, heretofore available only in the Basketball Guide (No. 700R of Spalding's Athletic Library), have been issued this year by the National High School Federation in separate volume, and are now ready for distribution through state high school athletic associations. There will be no public sale of the separate rules.

F. C. "Phog" Allen has written a new basketball book, *Basketball*, which will be published this fall by McGraw-Hill. Allen's *My Basketball Bible*, first published in 1925, ran through twelve editions, an all-time best basketball seller.

A popular \$1 item is Blair Gullion's *100 Drills for Teaching Basketball Fundamentals*. Order it, and any other sports book, from Scholastic Coach Bookshop, 250 E. 43rd St., New York.

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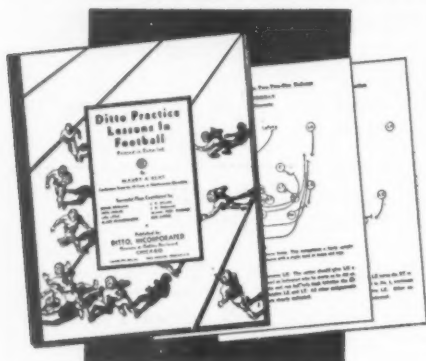
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References

Football Film

FOOTBALL, a 4-reel, 1577-feet, 16 mm. sound-on-film motion picture, produced by Victor Animatograph & Films, Inc.; directed by Dana X. Bible; distributed by Films, Inc., New York.

THE opportunity to see Coach Bible's film came to us at the rather un-cinematic hour of 9:30 in the morning, which would not have been half so bad had we not, the evening before, gone to see one of the better-known male sensations of the screen gushing his way through an hour and twenty minutes of amorous hysteria with the exotic fire of Valentino, the manliness of Clark Gable and the *joie de vivre* of Maurice Chevalier. This composite male left us cold, though we cannot answer for the ladies. All we can say is that we would like to see him at tackle with a halfback and an end working on him.

Though this is Coach Bible's starring vehicle, he is not the one to be sticking his face all over it. In this film Mr. Bible is heard and not seen. Only once, at the outset of the performance, does he show himself; thereafter appears only his voice, and a very good one it is. Mr. Bible's acting sequence consists simply of once removing his cap and replacing same. The producers have realized that what people expect in a coaching film is coaching material, and not a lot of pseudo-acting and a bevy of co-eds cutting up on the campus, topped with a heavy spiel on character building.

Football is a sound film. It was taken as a silent film and then the sound was dubbed in. It may interest coaches who are thinking of making their own films to know that this film was taken with a standard make 16 mm. camera on regular reversible film. The result compares favorably with films first made on the much more expensive 35 mm. film and then reduced to 16 mm.

The sound consists solely of the voice of Mr. Bible describing what is taking place on the film at that moment. Mr. Bible's voice was dubbed in on the film after it had been completed, cut, and edited. Dubbing sound is done while reviewing the film on a screen. The sound is very good. Mr. Bible's voice is very clear, and his descriptions concise.

The material in the film is handled in the following manner. Let us say different types of blocks are being shown. First the block will be shown in closeup, using as few men as possible to show the technique clearly. Then a set-up play with two full teams is shown, illustrating the block again. Last, a scene from an actual game appears, showing such a block being used. A great amount of time and patience in reviewing shots of

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college games must have been spent to secure these bits of game action, giving what has been described actually taking place in a game. There are many of these bits of action from college games and each one drives home how important is the execution of team play and of fundamentals in making a play click.

Diagrams are liberally sprinkled throughout the film. The diagrams are in the form of circles for the offence and squares for the defence and they are animated. The squares and circles move, showing a play in its different phases.

Football has the advantage of a good coaching manual and of a field demonstration at a coaching school. The film can be run over and over and has the advantage that it is much simpler to run a film again than to ask the coach would he mind having the boys run that again, "something must have got in my eye the first time."

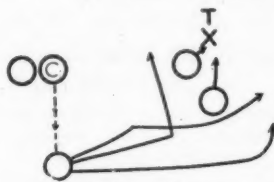
Dana X. Bible may yet be called to Hollywood to add his name to film-dom's illustrious directors—Dana X. Bible and Cecil B. DeMille. What a pair of tackles! O. R.

Line Play

(Continued from page 8)

on the tackle. The end and halfback pass up the tackle, and the guard takes him out.

Many coaches speak of "split vision" in line play. We all know that it is possible to see many things at once in a general way. But as soon as a person attempts to split his vision in a special effort to see what is going on to his right, as well as to his left, he cannot expect to see as much in the one direction as he would were he concentrating his attention there. Linemen, however, do work stunts they have developed in practice without finding it necessary to actually look at the men opposing them; but they do watch the ball-carrier. That is why we feel this drill is good. There is such a wide area assigned to the tackle to cover that he must necessarily be able to do his stunts and work to the ball-carrier at the same time. If he attempts to neglect one too much for the other he will not achieve



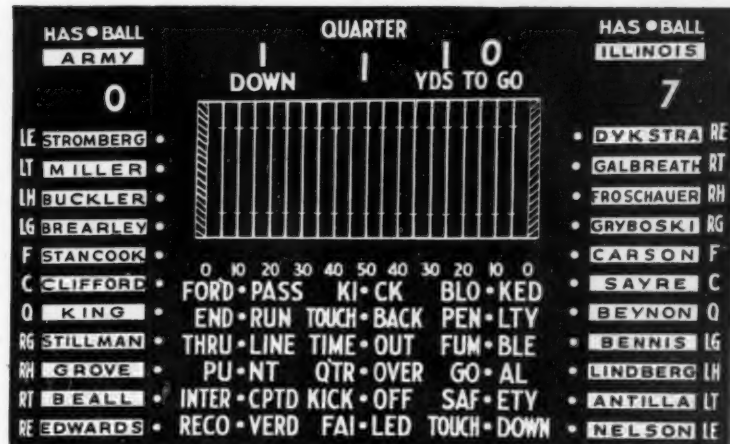
Diag. 8

his purpose. The end and halfback, depending on the signal they get from the coach, may take the tackle in or out; or on the wide end run, the end may take him alone.

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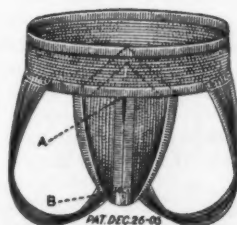
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A clue to the answer is in the fact that, while there has been a centralization of administrative functions and more definite systemization of operating routine, as the health and physical education department (athletics included) is managed in San Antonio, Texas, there has been no standardization or regimentation of the vital teaching processes. For instance, taking the viewpoint of the coach in competitive athletics, a system of training practiced in one school need be neither shared with nor imposed upon another school.

True, the same sports are available in all schools of similar rank, and the curriculum of health and physical education (required for upper grades by state law) is necessarily uniform, yet individual mentors have as wide a latitude as ever in their application. In fact, they are encouraged in individual initiative and are afforded greater opportunities than under the old system to improve their individual teaching.

Rebates consider sales

Centralized control of athletics does not dampen school spirit. One of the aims of centralization is to equalize athletic facilities and equipment, regardless of the size of the student body or the revenue from its public exhibitions. But the human element makes it inevitable that one group always will be better trained than the others, one team always better than the rest. Even viewed from the standpoint of cold dollars and cents, there is a chance for one school to outdo another; for each school is given, as a rebate, a percentage of proceeds from game tickets sold within that school. This year nearly 40 per cent was so returned. Such rebates finance school annuals, bands or like activities.

How, then, is centralization different from the old system? That may be answered best by describing the San Antonio background and set-up. The San Antonio program may be said to be typical of a comparatively new order of unified control of public school athletics in cities of its size (over a quarter million population).

In 1934 the plan was inaugurated. Claud H. Kellam, who had been a coach at San Antonio's Brackenridge High School, was named director of health and physical education for the entire school system. He still holds that position. The system includes five senior high schools (four for whites and one for Negroes), eight junior schools and a large number of elementary schools. Kellam's duties have to do mainly with the senior and junior schools, with their aggregate enrollment of nearly 16,000 students.

Frees teachers

At the time the new department was created, some of the schools had piled



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up athletic debts for equipment and permanent improvements. Some of them had better equipment and facilities than others. Principals, vice principals and teacher-coaches were burdened with the business side of handling their athletics.

The first effect of the administrative centralization was to free numerous school employes from more or less extraneous duties and give them more time for strictly educational tasks. Kellam's department began buying supplies and equipment for all the schools. In the first place, by purchasing in quantity and methodically, he often was able to obtain price advantages. Next, distribution or allotment of the materials through a central office tended toward equality of equipment among the schools, the smaller ones being supplied on as high a plane as the larger schools, whose football teams might draw far more revenue.

Cleans expense slate

The board allotted the new department enough money to wipe out its inherited debts and leave something over for running expenses until revenue began coming in. In addition to buying supplies, Kellam's department arranges game schedules for all schools, assigns officials and handles generally the staging of all contests. Central schedule making insures absence of date conflicts, and that is imperative because pretentious playing fields owned by the school system are used first by one school and then another. Maintenance of these fields is now charged to the athletic department. The department also provides first aid and medical service for all athletes. After absorbing the accumulated debts and buying considerable equipment that need not be duplicated soon, the end of the first year of centralized operation showed aggregate income of \$22,848 against outgo of \$23,159—almost out of the red the first year, not counting the profit of added efficiency in athletic administration and elsewhere.

Although the central office generally looks after the business side of athletic exhibitions, each participating school sells tickets within the school and keeps tab on such sales, since it stands to profit individually therefrom. The central director designates a ticket representative in each school, who sells tickets in the school registrar's office. These tickets are checked through various steps to the field box-office. Total proceeds go promptly to the central director for deposit in the bank. At the end of a season the ticket sale rebate is made to various schools on a percentage basis as liberal as the department can afford.

Manages fields

The fact that the school board had builded well for athletics, eased the way for the new department. Two centrally located playing fields, neither in the immediate vicinity of a high school whose teams play there, have grandstands that seat, respectively, 11,000 and 7,000 people. A third stadium, having seats for 1,500, is rented by the school system in a Mexican section of town. In addition, there are commodious gymnasias and more or less ample practice grounds at the principal schools. The two larger playing fields are electrically lighted for night games. They are revenue-producers, aside

(Concluded on page 40)

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(Continued from page 39)

from their use for public school games, since they frequently are rented for college contests and exhibitions by other organizations without fields of their own. Tech Field, with 7,000 seats and additional room for temporary bleachers, is leased during the summer for professional baseball at approximately \$6,000.

Parents' permission

The schools sponsor seven main sports: basketball, baseball, football, track, tennis, swimming and golf. Softball and paddle tennis are added in the junior schools. Participation in athletics is, of course, optional; and the parent or guardian of each pupil so participating must sign an authorization, saying in part:

"I hereby certify that (name of pupil) has my approval to play at home or away from home on the following teams of the (name of school) as follows: (List of sports to be approved in whole or part.) I understand that the school authorities assume no responsibility for accidents and injuries that members of the various athletic teams may receive, except to render such first aid treatments as seem proper, and, if necessary, to take the injured player to his home or to such other place as may be advisable."

Medical expenses have been assumed in all injury cases so far, but this is not obligatory.

Although physical education teachers are employed pretty much as any other instructors, the athletic department, on whose recommendation they are assigned, acts as a sort of buffer between them and the school board that hires them and the principals who oversee them. Kellam's office is there to afford a sympathetic understanding of their peculiar problems. The 10 such teachers in the senior schools coach various sports after school hours. Each junior school has a man and a woman physical education teacher, the man coaching athletics after school. Junior school girls do not take part in competitive sports. The junior athletic program is otherwise different from the senior, junior boys' competition being limited to local inter-school matches; and no admission is charged to their games. Participants in sports are grouped according to grade, age, weight and height of junior boys; teams are classed A, B and C, each team playing a three-game schedule. Supplies are acquired collectively for elementary schools, which, however, require no athletic administration.

—C. M. MEADOWS, JR., San Antonio, Tex.

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